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AUTHOR Etheridge, Bessie D.
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ABSTRACT

Goals for the 1970-1973 project involving over 3,000 pupils were: (1) to provide a test pattern of "career foundations" through implementation of new curriculum methods and materials at the elementary level; (2) to design a test pattern of "career survey" through restructuring the curriculum around career clusters at the junior high level; (3) to design a "career exploration" pattern for high school students, including vocational programs and cooperative work-study activities; and (4) to expand occupational guidance and cooperation with employment services for student placement after schooling. Project accomplishments and results were: a K-9 model of career education was designed; interdisciplinary curriculum guides were developed; a teacher training model for orientation to the career development concept was formulated and implemented; cooperation with the community and within the district was attained; and data gathering forms were developed and revised. Teachers and counselors were found to be the single most valuable resource, while lack of meaningful parental involvement continued to be a problem as do the dropout, unemployment, and under-employment rates. Recommendations are included. Appendixes contain forms and materials used in the project and a Teacher Beliefs Survey (on career education). (SC)

ED 086871

FINAL REPORT

Project No. 0-361-0137
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Bessie D. Etheridge
Career Development Exemplary Project
Carver School Room 6
45th and Lee Streets, N. E.
Washington, D. C. 20019

June 30, 1973

CE 000 706

FINAL REPORT

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Implementing A K-12 Career Development Program in the District of Columbia

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

The project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Contractors express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

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5. Summary of the Report

a. This report covers the life of the Project: June 15, 1970, through June 30, 1973.

b. Goals and Objectives of the Project.

Pursuant to the proposal of the Division of Instruction, D.C. Public Schools, December, 1969, the stated goals of the Project included:

> To provide a test pattern of "Career Foundations" through the integration of new curriculum methods and materials within two pilot elementary schools, as the first stage in a five-year plan for city-wide implementation of the career development program;
>
> To design a test pattern of "Career Survey" through a restructuring of the curriculum around career clusters within two pilot junior high schools, as the first stage in a five-year plan for the city-wide implementation of the career development program;
>
> To design a plan for the phasing in of a pattern of "Career Exploration" for all high school students including the redesign of existing vocational programs and the development of a broad range of new programs and cooperative work-study activities and to test selected programs with pilot groups of students;
>
> To initiate the expansion of occupational guidance and counseling and the establishment of cooperative relations with District and metropolitan employment services, manpower agencies, etc., for the initial placement of all students at the completion of schooling.

c. Procedures followed:

In order to set in motion the program to develop the models required by the general objectives the project staff selected the following components for the program:

> Dissemination of the career development concept
> Organization of the pilot
> Teacher retraining

Curriculum development, trial revision
Curriculum implementation
Evaluation

The initial year was given to:

Dissemination of the concept of career education to the professional and lay communities with special emphasis upon the involvement of parents from the project schools.

Organization of the pilot, including:

Selection of site
Recruitment of teachers and counselors
Development of a retraining model for teachers
Exploration of existing resources in the schools and community
Survey of instructional materials and equipment
Preparation of trial units of instruction
Selection of consultants to assist in curriculum development
Procurement and distribution of instructional materials and equipment

Development of strategies for implementation

To the end that the pilot could be activated, teacher retraining continued throughout the second year:

Curriculum development began at a 4 week workshop during the summer of 1971. A contract with the Metropolitan Educational Council for Staff Development provided for the development of ten modules of curriculum for grades seven and eight, following the cluster organization recommended by the U.S. Office of Education. Teachers, counselors and administrators, working with consultants, developed, field tested and revised the draft.

During the same period, teachers and counselors developed a handbook of suggested activities for use in grades 1-6. Parents and children selected for the pilot were brought into the schools for orientation activities in each building as the mini-school operation began in the fall of 1971, involving thirty-nine teachers and counselors and eight hundred pupils. In-house evaluation and formal evaluation continued, monitered by the Center for Occupational Education, North Carolina State University at Raleigh.

Until March, 1972, the Project operated under the leadership of an acting director (part-time), two assistant directors, (full-time) one for elementary schools and one for secondary schools and two clerks.

Since the expansion plans for the project were not realized by the end of the second year, the project director proposed certain revisions to the goals for the third year. These were accepted by the grantor. Although the projected expansion did not embrace total buildings as originally planned, the project doubled the number of teachers at each level, annexing students, accordingly. In addition, with proceeds from a small Title I grant, the Project established primary programs in seven elementary schools - one non-public, and a seventh grade program in one junior high school. Instructional materials and equipment and curriculum oriented hands-on activities were provided to complement the curriculum guides. Both teacher in-service training and dissemination activities continued.

The second draft of curriculum for grades seven and eight was completed and distributed. The first draft of curriculum for grades 1-6 and 9 begun in June, 1972, was completed by June, 1973.

The senior high school model began in the fall of 1972, with the opening of Woodson Sr. High School. Seven career areas were scheduled for the initial effort with eighteen teachers and approximately 1000 students.

d. Results; accomplishments:

Many strategies for dissemination of the career development concept and materials have been developed, revised and implemented during the life of the Project. Some have been discarded. The remainder, which include distribution of materials both within and outside the school system, programs for parents at the schools, publicity from media in the community and the use of the community as an extension of the classroom are in force.

Publications include ten curriculum guides and a teacher's manual for grades seven and eight, a curriculum guide for grades 1-6 (first draft), a handbook for grades 1-6, a curriculum guide for grade 9, a tour guide and several brochures advertising the program, together with a slide-tape presentation developed in 1973.

The teacher training model for orientation, begun in 1970 and refined over the years, has become a four credit course of eighty clock hours, planned and directed by the Project staff and offered by a local college. The pattern of intermittent Saturday Workshops offering continuing in-service training remains a part of the program. The mini-school operation survives in modified form at all project sites, involving at the close of the project period c137 teachers and counselors and c3000 pupils in twelve buildings. Cooperation between school and community has facilitated the development of the model, making possible an extensive hands-on program at all levels including opportunities for on-the-job experiences for increasingly large numbers of pupils.

The appointment of two assistant directors at the beginning of the second year provided supervision for the mini-schools. The appointment of a director in the spring of 1972 enabled the Project to pull together the existing threads and stabilize the operation.

e. Evaluation:

The Project has sought to evaluate itself constantly at every stage. Informally, each phase of implementation has been monitored by the teacher teams. The findings and recommendations of the U.S.O.E. team have been noted and used in strengthening the program. Standardized tests have been given to project participants each spring to evaluate performance in reading and mathematics, areas of special concern to our system. Attitude inventories and interests inventories for teachers and students together with the effort of our third-party evaluators complete the annual cycle of evaluation of the Project.

f. Conclusions and recommendations:

The Project has developed a viable model of career education K-9.

Field tested and revised interdiciplinary curricula have been developed for grades seven and eight.

Interdisciplinary curriculum guides - first draft-have been completed for grades 1-6 and 9.

A handbook of activities, 1-6 is currently in use.

An effective teacher training model has been developed and implemented.

The teaming of teachers for purposes of curriculum development and implementation is an effective strategy for progress.

Community cooperation enriched the program at each stage.

Cooperation from the subject matter offices provided valuable assistance in the processes of curriculum development and implementation.

The single most valuable resource of an educational program is its teachers and counselors, the persons responsible for instruction.

Meaningful parental involvement continues to be a significant problem of the Project. The fact that this problem is not unique with us does not lessen its impact.

Though a large body of empirical evidence cannot be available after so short a period, the data examined indicate:

That progress toward establishment of career awareness has been made;

That project pupils can identify an increasingly wide variety of career choices;

That attitudes of pupils and teachers toward themselves, each other and work seem to be undergoing positive change;

That Educational Aides (Title I) made a significant difference in the success of the program;

That teachers make the difference.

It is the opinion of the project staff that replication of the model can be effected without exorbitant expenditure through reallocation of existing resources to encompass career education. Perhaps the greatest initial expense will come from teacher orientation and the one-time purchase of specific instructional equipment, books and kits.

We therefore make the following recommendations:

That the model be replicated city-wide K-9 as an integral part of the ongoing program;

That orientation be given not only to faculties of the schools, but also to existing supervisory personnel so that constructive supervision and coordination may prevail;

That efforts to secure effective community involvement continue;

That the system consider the judicious use of educational aides as an integral part of the instructional system;

That the role of the regular guidance counselor be reassessed to the end that career guidance be an essential function of all counselors on an ongoing basis;

That career education be integrated into the total education of every student K-14.

6. Body of the Report

a. The Problem

Extensive studies authorized by the Board of Education of the District of Columbia, notably those by Odell Mae Connell Associates in 1965; Dr. Harry A. Passow of Teachers College, Columbia University, 1967; the Vocational Education Advisory Council, 1967 and the Executive Study Group, 1968, have highlighted inadequacies in the existing educational program of the public schools of the District of Columbia. Such studies focus upon matters of relevancy since statistics indicate that of a school population of more than 151,000, 43% are socio-economically disadvantaged; approximately 90% are minority group members; and at least 40% drop out prior to high school graduation.

Viewing these statistics with grave concern, the Board of of Education established a Task Force on Vocational Education in 1969, charged with the responsibility of developing a design focusing upon (1) vocationally oriented programs for all levels of instruction and (2) specialized vocational training directed toward specific career objectives. The report of the Task Force was approved by the Board of Education in July, 1969.

The Task Force found that preparation for the world of work should be an inevitable, primary objective of the public schools, serving both the societal need and the individual needs of all students. This guiding principle maintains whether the student plans to continue his education in an institution of higher learning or to enter the world of work while still in the public school or upon completion of high school. Thus, the curriculum must address itself to all three groups, revamped to become more effective in meeting the needs of all - especially the prospective dropout.

Traditionally, vocational programs at the high school level have suffered a second class status in spite of the fact that graduates from such programs enjoy the distinction of possessing marketable skills as well as academic preparation which equip them for entry into the world of work and/or higher education. This negative societal evaluation has discouraged many students and their families. Its impact upon self esteem has been devastating. It must be admitted however, that the narrow range of existing vocational programs has contributed to the problem.

Recognizing the intricacies of the problem, the Task Force established certain propositions upon which an entirely new concept must be founded if essential change is to be effected in the thinking of the community. The seven propositions are as follows: 1/

1. Career Development must be an integral part of a relevant program of education at all levels of instruction.

2. Career Development must focus upon expanding an awareness of the range of present and future opportunities, upon the development of marketable skills and upon stimulating a positive personal response to the challenge and rewards of the world of work based upon a sense of dignity of all work.

3. Career Development must be the cooperative responsibility of all instructional units, with curriculum guidance and counselling activities closely coordinated.

4. Career Development must be offered in a variety of flexible patterns to serve realistically the needs and aspirations of individual students:

   a. All students must be encouraged and assisted to continue their formal education at least through high school, in conjunction with part-time or full-time employment where desired.

   b. All students must be encouraged to develop a marketable skill prior to leaving school.

   c. All students must be prepared for continuing education to expand their level of post secondary competence and to meet new career requirements resulting from technological changes, and must be stimulated to continue their career development in joint union and employer apprenticeship and special training programs, technical schools, colleges and institutions of specialized education after high school.

1/ D.C. Public Schools:
Task Force Report on Vocational Education, May 1969, pp. 11-18.

5. Career Development, including specialized vocational programs, must be designed in a fashion which facilitates maximum interaction among students throughout their high school careers.

6. Career Development must include placement and related follow-up services; present attention given to college entrance must be replicated for students entering other forms of continuing education and for students entering directly into the job market.

7. Career development must aid the handicapped to attain the broadest possible career aspirations within the mainstream of student activities, supported by special educational programs and facilities where necessary.

Expansion of the coverage of the model to other pupils to provide a more inclusive sample of both teachers and pupils and validate the model in other areas of the city posed an additional problem during the third year, since additional funds were not evident at the outset.

b. Goals and Objectives of the Project.

The goals of the Career Development Program as set forth in the exemplary project are three-fold, yet each is a part of the other. The implementation objectives provide for the fulfillment of the student objectives.

The objectives of the student include:

1. Developing an awareness of the range and possibilities of the world of work;

2. Attaining adequate preparation for entry into the world of work at whatever level; marketable skills;

3. Developing self esteem and a relaization of the dignity of work.

To the end of providing for all students a climate where these objectives can be realized, the exemplary project sets forth four goals: 1/

1/ Proposal for Exemplary Program or Project in Vocational Education, p. 34

To design and test a pattern of "career foundations" through the integration on new curriculum methods and materials within pilot elementary schools, as the first stage in a five-year plan for city-wide implementation.

To design and test a pattern of "career survey" through a restructuring of the curriculum around career clusters within (two) pilot junior high schools, as the first stage in a five-year plan for city-wide implementation.

To design a plan for the phasing in of a pattern of "career exploration: and specialized "career preparation" for all high school students, including the redesign of existing programs and the developing of a broad range of new programs and cooperative work-study activities, and to test selected programs with pilot groups of students.

To initiate the expansion of occupational guidance and counseling, and the establishment of cooperative relations with District and metropolitan employment services, manpower agencies, etc., for the initial placement of all students at the completion of schooling.

In order to achieve the general objectives set forth in the proposal, the Project set certain specific goals for the second year as follows: 1/

1. To establish mini-schools in each of the four project buildings;

   We hoped to establish one team in each elementary school - Webb and Young - with grades 1-6.

   At Browne Junior High School, we planned a pilot group in grade 8; and at Evans Junior High, a pilot group in grade 7. Further, each school teacher team was to include a guidance counselor.

   It was also our intention, if the school could manage it, to locate the Project in a prescribed area of each building to facilitate the operation and the flow of commonly used materials.

2. To develop integrated curriculum for the mini-schools;

1/ Proposal for Examplary Program or Project in Vocational Education, p. 34

In the elementary schools - career foundations - it was our goal to develop a curriculum guide, k-6, complete with a guide to community resources, suggested tours and sample learning packages for trial use during the school year. Further, we hoped to compile suggestions for revision of the guide.

At the junior high school level - career survey - it was our specific objective to develop, on contract, ten curriculum modules for grades 7 and 8.

Using the module pattern of the U.S. Office of Education as a base, it was the Project plan to develop module titles - areas - suitable for our city. Using our list of ten topics, a consultant team, with input from Project teachers, would develop curriculum modules for the mini-schools.

3. To try out the curriculum modules, evaluate them and relay the recommendations for revision furnished by Project teachers to the curriculum consultants and the curriculum writers:

   Since the writing process was programmed over a full year, it was our plan to feed the completed modules into the schools as they became available, to use them in the classroom and to supply immediate feed-back so that revision could be begun early in the year, to the end that revised copy could be available for use at the beginning of the third year.

4. To publish the revised curriculum modules for use in the mini-schools during the third year;

   It was our plan to secure publication in quantity of the revised draft both for use in our Project and for distribution to other Exemplary Projects with a request for feedback.

5. To establish certain evaluative data regarding process and content of the Project; such data to be secured from teachers and students;

   The selection of and/or creation of suitable instruments for in-house evaluation of the Project was seen as an essential task of the Project.

6. To begin the development of standards for classroom equipment and supplies;

   This was seen as a priority task since classrooms needed additional instructional materials quickly in order to begin the trial use of the curriculum modules and the elementary suggested activities.

7. To continue the training of teachers and counselors to insure competent performance in the school;

   Continuing in-service was seen a a need both for original personnel anu for newly recruited personnel, since both the concept of universal career education and the curriculum are new to all personnel. In addition, there are areas of study which have not yet been explored in the training process.

8. To disseminate the concept of career development to the total faculties and student bodies of the Project schools and to the community as a part of the total effort to achieve positive attitudes toward career education for all students in the city;

   Lack of information concerning the new concept of career education has caused and is causing resistance to the whole idea. Failure to communicate to the public the rationale, goals and activities of the project foster the continuation of negativism. A planned communications program which involves the community in its development and implementation seems a necessity.

9. To secure administrative and supervisory staffing for the Project, namely a Director and an Assistant Director for each level;

10. To secure a definitive outside evaluation of the Project;

    In addition to the fact that outside evaluation is a requirement of the U.S. Office, evaluation by the third party is a continuing need of any program. Such objective assessment will assist Project personnel in determing the course ahead.

c. Description

The Project is located at Webb and Young Elementary Schools and at Browne and Evans Junior High Schools, all schools located in the geographic area of the Spingarn Instructional Unit. Situated in a residential area of the far northeast section of the city, the school population comes from middle to low income families, of which some are located in at least four large Federal housing projects. Yet most of the children do not live in the housing projects.

During fiscal 1971 and 1972, the Project included eight classes at Webb - grades 1-6; ten classes at Young; 510 children; 21 teachers and one counselor.

At Browne in grade 8, there were 163 students and twelve teachers; at Evans, in grade 7, 150 students, 23 teachers and counselors staffed the program. These were the four mini-schools. Teachers and students personnel were distributed as follows:

Schools	Gr.	T	Pupils
Public			
Webb	1	1	30
	2	2	51
	3	1	32
	4	1	27
	5	1	28
	6	2	53
		*1	
		C	
		10	221
Young	1	1	30
	2	2	54
	3	2	60
	4	1	26
	5	3	88
	6	1	31
		*1	
		C	
		12	289
		22	510

* Science
T - Teachers
C - Counselor

Schools	Subj.	T.	Pupils
Browne	Eng.	1	
	Math	1	
	Soc. St.	1	
Gr. 8	Sc.	1	
	Homemak.	1	163
	Ind. A.	2	
	P. E.	2	
	Art	1	
	Music	1	
	C	1	
		12	163
Evans	Eng.	1	
	Math	1	
	Soc. St.	1	
	Sc.	1	
Gr. 7	Homemak.	1	
	Ind. A.	1	
	Music	1	
	P. E.	2	
	Art	1	
	C	1	
		11	150
Totals		23	313

The second training workshop was held at Browne, June 28 through July 30, 1971. In preparation for the opening of the mini-schools, junior high school teachers concentrated on curriculum development. The Acquisition of additional elementary teaching strategies including an orientation to tool technology were the focus of elementary teachers.

During the spring of 1972, fourteen additional teachers were recruited from the elementary schools and twenty-three from the junior high schools to staff the expanded program. Each elementary school nearly doubled its program and added Kindergarten to its coverage. At Evans the total seventh grade was absorbed together with pilot groups of 150 at the eighth grade level. At Browne, the total eighth grade was absorbed together with pilot groups of 150 each at grades seven and nine. Orientation for participating teachers was continued in a four-week workshop during the summer of 1972, with periodic follow-up in Saturday Workshops.

In August, 1972, a small Title I grant enabled the Project to try the model in additional locations K-3 and grade 7. Fifteen elementary teachers from seven building and 400 children joined the Project. We also added one interdisciplinary team of seventh grade teachers and a pilot group of 150 pupils. 1/

Orientation for Title I teachers took place in the fall of of 1972 in a revised format. To permit teachers the opportunity to receive in-service credit, orientation took the form of a three semester hour course designed by project staff and offered in cooperation with D. C. Teachers College. Following completion of the course in January, 1973, implementation started at the beginning of the second semester using the curriculum and basic materials and equipment recommended by the model. This addition brought the population of the Project to 141 teachers and counselors and 3,219 pupils.

Interdisciplinary curriculum for grades 7 and 8 was begun during the summer of 1971, pursuant to a contract with the Metropolitan Educational Council for Staff Development. Consultants, teachers, counselors and project staff working together developed ten modules of curriculum.

Under this contract, Metro Council agreed to produce ten modules - clusters - under the guidance of Consultants in the content areas and professional curriculum writers with input, in depth, from Project teachers. Moreover, the contract provided for the revision of the trial draft and delivery of the revised draft to the Project Director.

The group selected the following topics based upon the cluster pattern issued by the U. S. Office of Education, as follows:

Grade 7

1. Consumer and Homemaking
2. Communications and Media
3. Fine Arts and Humanities
4. Construction and Environment
5. Agri-Business, Natural Resources, Marine Science

Grade 8

1. Public Service Occupations
2. Health Occupations

1/ See Appendix

3. Manufacturing, Marketing and Distribution, Business and Office Occupations.
4. Transportation
5. Hospitality, Recreation and Personal Service Occupations.

Following classroom trial of the materials, teachers provided feedback to the consultants and curriculum writers in the form of recommendations for revision. These were incorporated in the revised draft provided for in the contract with Metro Council. This draft is now available for distribution.

An elementary curriculum team, beginning during the summer of 1972, and working through the school year, with the guidance of consultants, developed a concept-generalization curriculum for grades 1-6 emanating from five concepts:

There is dignity in all work.
The life of a culture depends upon its workers who produce goods and services.
There are many different kinds of work.
Mankind uses tools for work.
Work has rewards.

This interdisciplinary document, in first draft, is available for field testing.

The curriculum for grade nine, recently completed in first draft, focusing first upon self assessment, emphasizing communications skills and moving into survey in greater depth provides the bridge to senior high school exploration.

Information concerning the senior high school component of the project, Woodson Senior High School, the responsibility of the Department of Career Development Programs, is not available. Such data, when received, will be submitted as an addendum to this report.

Members of the community who have assisted the Project by bringing their skills into the classroom include parents, college students, other students, representatives of the professions, members of the business community, volunteers from the Federal and District Government and leaders in civic organizations. Bringing with them the tools of their trade, these workers shared their experiences with project youngsters and teachers.

Among the more successful curriculum - connected activities of the Project have been the experiences in photography and the tour program conducted as a part of the curriculum. Project personnel note among the most successful tours the following:

Performances by Mimes and Masques
Two performances at Kennedy Center for the Performing Arts
The Washington Gas Light Company
Transpo "72"
The Frederick Douglas Home
The Ford Theater
The Smithsonian
The Anacostia Museum
A Performance of the Harlem Ballet
The National Geographic Building
The Washington Navy Yard
A Pet Shop
Vocational High Schools
The National Zoo
The Baltimore Brewery
The Baltimore Harbor
Fort McHenry
A Garment Factory
The Dining Room at the U. S. Capitol
A Performance of the Washington Theater Club
International Business Machines Offices
The Medical Museum of Pathology at Walter Reed Army Hospital
Macdonald's

As the Project became known in the community, requests for information began to arrive from the city and from the states. Among the presentations prepared for various groups are the following:

Presentation of the Exemplary Project for the staff of the Division of Instructional Services.
Presentation of the Exemplary Project for senior high counselors and junior high school chairman of Guidance Departments at a conference sponsored by the Department of Career Development Programs and Project OPEN.
Presentations for a class at Washington Technical Institute, "Trends and Issues in Career Development".

Presentation for a conference of secondary principals and assistant principals at Airlie House. Task Force Report; Progress Report; Curriculum Report.

Presentation for home economics teachers D. C. Schools, at a regular departmental meeting.

Presentation for participants in a Workshop on Transportation sponsored by the Department of Career Development Programs and the Office of General Aviation, FAA.

Presentation for junior high school counselors at a career orientation meeting.

Presentation for career aides in the Widening Horizons Program as a part of their orientation program.

Preparation of an exhibit and slide/film/lecture presentation on Career Education and the D. C. Exemplary Project at the annual convention of the D.C. Congress of Parents and Teachers. (In cooperation with the Department of Career Development Programs).

Presentation for a committee of junior high school counselors.

Report on the Project for all parents at Webb and Young Elementary Schools.

A Design for city-wide Implementation of a Career Education Program 1-9 at the request of the Superintendent of Schools.

Presentation for Service area #5 Committee, Government of the District of Columbia, November 16, 1972.

Community Workshop - Career Development.

Presentation for operating Assistant Superintendents and Deputy Superintendent of Schools.

Conferences with supervising directors, subject fields.

Assemblies, Career Day observances, meeting at Amidon, Kenilworth, Lenox, Lovejoy, Maury Elementary Schools and Terrell Jr. High School (Title I).

Regular written reports of activities in the wards for the benefit of members of the community participating in school board meetings.

Assistance to principal and a teacher from Young School in preparing a presentation for County Teachers Meeting, Frederick, Maryland.

Orientation for the staff of the Urban Environmental Education Project.

Article for Winter newsletter, Department of Career Development Programs.

Presentations for the faculties:

Browne Jr. High School
Cleveland Elementary School
Rabaut Jr. High School

Scott - Montgomery Elementary School
Seaton Elementary School
Sharpe Health School
Taft Jr. High School
Woodson Jr. High School

Presentation - Liaison teachers of the Spingarn Instructional Unit.

Publications:

Brochures:

"Career Education in the District of Columbia" 1972
"The Elementary Program" 1972
"Questions and Answers about Career Development" 1972
"Tour Guide" 1973
"Handbook of Suggested Activities 1-6" 1971
"An Interdisciplinary Curriculum 7,8" Second draft, 1973
"An Interdisciplinary Curriculum, Grade 9" 1973
"Some Day", a slide-tape presentation, 1973

Visitors to the Project

Project personnel has been deeply gratified by the many visitors who have come to observe our pilot schools in action and visited with administrators, teachers and the Project staff. Among these were:

Miss Harris, Mathematics Consultant
Mrs. Barbara Hardy, Language Arts Consultant
Miss C. Jackson, Student from Bucknell University for a two-week observation and participation period.
Two representatives from the Office of Weights and Measures
Counselors from Randall Highlands and Nichols Avenue Elementary Schools
Mrs. Anna W. Pitts, Title I Director, D. C. Schools
Mrs. Midge Smith, University of Florida
Mrs. Barbara Allen, Assistant Director, Baltimore Public Schools
Mrs. Lucille Gayle, Department of Guidance and Counselling, D. C. Schools
Mrs. Merhill, Department of Guidance, Elementary Career Development Orlando, Florida

Visitors from Project Vigor, Portland Oregan
Mr. Omer McCaleb, Director
Mr. Wayne Olsen, Asst. Superintendent
Mr. Davis Douglas
Mr. Joe Lelanski, Principal
Mr. Jerry Olsen, Exploratory Work Experience Specialist
Miss Eleanor Laidlow, Advisory Council
Mr. Charles Bonnevillain, New Orleans, Louisiana
Mrs. Elaine Melmed, Metropolitan Educational Council for Staff Development
Mr. Charles Dobson, Aerospace Education
Mrs. Jeanne Clarke, Dairy Council of Greater Metropolitan Washington, D.C.
Miss Judith L. Bookhamer
Mr. John Knox Hall
Mr. Adolph P. Vay
Mr. Henry F. Durand, Career Education Program, McKeesport Area School District, McKeesport, Pennsylvania
Miss Lorraine Wright &
Mr. Richard Ware, Gold Medallion Committee, Department of Federal Programs, D.C. Public Schools
Six teachers from Plummer School
Miss Norma McCord, Rutgers University
Mr. C.R. Strohmenger, Appalachia Education Laboratory

Project Staff at the close of the project period includes a director, two assistant directors - elementary and junior high and a clerical staff of three. Eight educational aides, authorized under Title I, provide assistance to teachers in the classroom in Title I schools. These aides were trained by project staff prior to their assignment to schools. Though full-time staff was not appointed at the outset, a pattern of effective administration has been established.

d. Results and Accomplishments of the Project

1. The model K-9 can now be replicated. The flexibility inherent in the curriculum should facilitate this operation.

2. Curriculum Guides are available.
Ten modules for grades 7 and 8; Teacher's Manual
Handbook of Suggested Activities 1-6
Interdisciplinary Curriculum 1-6
Interdisciplinary Curriculum - Grade 9

3. The following ancillary instruments developed by the Project are designed to assist in implementation:

Tour Guide
Suggested Materials
Community resources

4. Materials to assist with dissemination are available
   Brochure - "Career Education in the District of Columbia"
   Proposal for Dissemination

5. A course for the orientation of faculties to the career development concept has been established by the staff Education, 670F, D.C.T.C. 85% of the faculties in the pilot schools have received orientation and follow-up.

6. All mini-schools are operational in a modified pattern, and supplied with adequate equipment and supplies for the present. 3,219 pupils are involved.

7. Both professional and lay communities are aware of the program, its origins, goals, accomplishments to date and future plans.

8. Many useful forms for data gathering have been developed and revised and are currently in use in the Project.

9. Several instruments for assessment have been developed by the third-party evaluator in cooperation with the staff and teachers. Since they were planned for our locale and goals, they should be suitable for reuse.

10. Several trainers of teachers have emerged from the original complement of teachers and counselors. These teachers will prove valuable in the expansion of the program.

e. Conclusions, Implications and Recommendations:

1. The continuing high dropout rates and unemployment and under-employment rates suggest that the need for a soulution to the problem has not diminished. Career Education may well provide some answers.

2. The Project staff suggests that a viable model which withstood a number of impediments is ready now for the ultimate test-replication, despite the fact that the elementary curriculum and the ninth grade segment have not yet been tried in the classroom. Time did not permit the completion of these tasks.

3. The instruments developed by the evaluator in cooperation with the staff should prove useful with other groups.

4. Teachers who have proved to be skillful in training other teachers, and who have assisted in our training programs, can well form the core of future training programs.

   The teacher retraining model which is now in use has proved to be an effective vehicle for change.

5. The value of teacher participation in curriculum development has been proved by the documents completed.

6. Students who used the new, interdisciplinary curriculum show no essential loss when compared with others on their levels in the areas of mathematics and reading. The California test is used in the District, grades 1-9.

The staff therefore recommends:

That future staff development plans involve the total faculties of the schools to be annexed;

That teachers who have illustrated skill in teaching others be used as teacher trainers;

That interdisciplinary teaching teams be encouraged at the secondary level;

That future projects consider the K-14 span to provide for continuing training beyond the public school.

That replication of the model city-wide, with reallocation of existing funds be the next step for D. C. Schools.

Bessie D. Etheridge

SIGNATURE

June 30, 1973

DATE

DEPARTMENT OF CAREER DEVELOPMENT PROGRAMS

Statement

of

Mission and Responsibility

MISSION: TO PROVIDE ALL STUDENTS, INCLUDING OUT-OF-SCHOOL YOUTH AND ADULTS, WITH THE THEORETICAL UNDERSTANDING AND SPECIALIZED MARKETABLE SKILLS REQUIRED FOR IMMEDIATE EMPLOYMENT IN A REALISTIC CAREER-ENTRY JOB OF THEIR CHOICE, OR AS A BACKGROUND FOR CONTINUED EDUCATION IN UNIVERSITY, TECHNICAL SCHOOL OR UNION AND EMPLOYER TRAINING PROGRAMS.

RESPONSIBILITIES:

Elementary School Level

To stimulate and support "Career Foundations" at the elementary level: The development of a concept of a career in the world of work should begin in the elementary school through the study of the social, economic, technological and occupational patterns of our democratically diverse society, and through independent and cooperative educational experiences designed to develop personal pride in responsible and creative achievement.

The Department carries no administrative responsibilities at the elementary level. It is responsible, however, for using resources available under the Vocational Education Act and the knowledge and expertise available among its staff to stimulate and support the Operating Departments and the Division of Instructional Services in strengthening "Career Foundations" education at the elementary level.

Junior High School Level

To coordinate "Career Survey" programs at the junior high level: The survey of present and future career opportunities in our society should be a part of curriculum of all students at the junior high level, to provide them with an understanding of the broad range of human endeavor which undergirds a technological society, to introduce them to the knowledge and skills required for a rewarding career, and to stimulate realistic career aspirations, along with personal pride in responsible and creative achievement.

The Department carries no administrative responsibilities at the junior high level, except for the establishment and administration of special programs for potential dropouts carried on separately or in conjunction with its high school level programs. Because of the unique relationship between Industrial Arts, Home Economics, Business Education and Career Development Education, the supervisory staff associated with these disciplines are placed within the Department. The Department is responsible for using these capabilities and other resources available under the Vocational Education Act along with the knowledge and expertise among its staff to assist the Operating Departments and the Division of Instructional Services in coordinating "Career Survey" programs at the junior high school level for all students.

High School

To administer a flexible pattern of "Career Exploration" and "Skilled Training" programs at the high school level: Specialized programs at the high school level should provide the opportunity for all students, boys and girls, to explore the depth their various interests and abilities, ranging from the single or multi-skilled occupations to those demanding a high degree of theoretical, manipulative and academic skills. Workstudy programs, in which on the job experiences and earning opportunities are a part of the educational experience should be developed cooperatively with local business and agencies. Career sampling and advanced career oriented academic programs should be provided to stimulate and strengthen the plans and aspirations of college bound students. All programs must be designed to provide the competencies required for entrance into the occupations for which they are specialization. Career Counseling, placement and follow-up services should be provided for all students as a transition to full-time employment or continued education in university, technical school or union and employer training programs.

The Department carries administrative responsibility for all activities supported under the Vocational Education Act, including the present vocational high schools, and for all new instructional centers designed to provide expanded opportunities for "Career Exploration" and "Skill Training". It shall be responsible for supervising and coordinating all such programs carried on in regular high schools, including those currently associated with industrial arts, business education, and home economics, in cooperation with the several Operating Departments and the Division of Instructional Services. Because of the unique relationship between career development and part-time work experiences, the Department shall have administrative responsibility for the Work Scholarship Programs.

It shall be responsible for supervising and coordinating all such programs carried on in the schools in cooperation with the D. C. Manpower Administration and other business, labor, governmental and community groups. It shall be responsible for establishing a pattern of career guidance and placement for all students in cooperation with the Guidance Division in the Department of Pupil Personnel Services. The Assistant Superintendent for Career Development Programs shall serve as the State Director for Vocational Education, and shall be responsible for reviewing and coordinating both public and private vocational and technical educational programs in the District of Columbia in cooperation with the Vocational Education Advisory Council, and public and private organizations.

Post High School Level

To administer and coordinate a broad range of "Career Entry" and "Career Development" training programs for out-of-school youth and adults: Specialized programs should be provided for youth and adults outside of the formal school cycle who wish to prepare for a new occupation or study for advancement in their chosen field. Programs should be specifically designed to recruit the dropout, the unemployed and underemployed, and to meet the special needs of the Spanish-speaking and other minority groups with unique needs. These and all aspects of the educational programs of the schools should be planned and implemented with the advice and cooperation of management, labor civic and trade organizations, the community at large, and institutions of higher education, in particular, the Washington Technical Institute and the Federal City College.

The Department shall have administrative responsibility for all programs for out-of-school youth and adults conducted under the Vocational Education Act, and under contract with or in cooperation with the D. C. Manpower Administration, the U. S. Department of Labor or other public and private agencies. It shall be responsible for planning and coordinating career development programs for adults, in close cooperation with the Department of Adult and Continuing Education, and with all agencies, public and private, in the District.

Some Questions and Answers About
The Career Development Exemplary Program

1. What is the junior high school career development program?

   This program is part of the K-12 program proposed for the entire D.C. Public School System. This segment of the program gives students an opportunity to explore career opportunities which will be available to them upon completion of their education.

Stage:	Foundations	Survey	In-depth Exploration	In-Depth Preparation
Grade:	K-6	7-8	9-10	11-12

2. Is this career development program designed for a specific group of students?

   No. This is a program for all students. At the junior high school level we emphasize the exploration of ability, aptitudes, and interests in terms of the full range of career opportunities.

3. What is the plan for reorganizing the high school program?

   The long range plan provides for the establishment of career development centers for the in-depth exploration and in-dept preparation of the students. Each student will register in his comprehensive high school and in a career development center.

4. What are the curriculum offerings in the junior high school program?

   We have grouped the career opportunities available to our students into 10 groups or clusters. For each cluster we have a module of curriculum materials prepared for us. Each module consists of 4 to 8 units of work.

5. What are the module topics?

Grade 7	Grade 8
Consumer and Homemaking	Public Service Occupations
Communications and Media	Health Occupations
Fine Arts and Humanities	Manufacturing, Marketing and Office Occupations
Construction and Environment	Transportation
Agri-Business, Natural Resources, Marine Science	Hospitality, Recreation and Personal Service Occupations

6. What is the relationship of these curriculum materials to the Academic Achievement Program?

   We have made every effort to include provision for the students to acquire skills and knowledge consistent with goals of the A A P. The teachers and their consultants relied heavily upon the materials and direction provided by the supervising directors of the various disciplines and members of their staffs.

7. What staff is needed in the school?

   We need a team of professionals for each group of approximately 150 students. The team is an interdisciplinary one and includes a counselor, teachers of academic subjects, industrial arts and homemaking on full time basis and other teachers on a part time basis.

8. Is this staffing pattern the only acceptable one?

   No. As the program expands to additional schools, we must establish a pattern of operation that meets the needs of the student and staff in those schools.

9. What qualifications must the staff members possess?

   Each team member must be able to do the following things:

   a. Relate to students

b. Teach

c. Cooperate with his peers, and

d. Commit himself to the concept of career education and its objectives for our students.

10. How is the staff prepared for participation?

The staff participates in a summer workshop session and scheduled Saturday sessions throughout the year.

Population FY 1971

Elementary Grades 1-6			
Webb	200 Students	10 Teachers	
Young	250 Students	12 Teachers	
TOTAL	450	22	
Junior High			
Browne (8)	100 Students	12 Teachers	
Evans (7)	100 Students	11 Teachers	
TOTAL	200	23	

FY 1972

Project Population

June, 1972

FY 1972

Elementary Grades 1-6

Webb	221	Students	10 Teachers 1 Counselor
Young	289	Students	12 Teachers
TOTAL	510		22

Junior High

Browne (8)	163	Students	12 Teachers (Counselors)
Evans (7)	150	Students	11 Teachers
TOTAL	313		23

FY 1973

Population / Schools										
Items / Grade	Amidon	Drew	Lenox	Sts. Paul & Augustine	Syphax	Tubman	Tyler	Webb	Young	Total
K			22					49	21	92
1		31		27	28	27	25	63	61	262
2		30	26	28			29	89	88	290
3	26	27	25			25		60	47	210
4								58	57	115
5								62	51	113
6								64	27	91
Totals	26	88	73	55	28	52	54	445	352	1193
Teachers	1	3	3	2	1	2	2	17	15	46
Counselors	0	0	0		0	0	0	1	1	2
Aides	½	1	1	1	½	1	1	0	1	7
Librarians				1						1

FY 1973

Population 12-8-72

Item	Browne	Evans	Jefferson	Total
7	162	492	141	795
8	417	126		543
9	151			151
Totals	730	618	141	1489
Teachers	49	30	6	85
Counselors	3 + 1	2	1	7
Aides	1	1	1	3

The Elementary Program

WE -

1. learn to like ourselves because we are valuable members of the community.

2. learn that information gained in one subject area is useful to us in other areas.

3. make the five concepts which are at the heart of our curriculum a part of our thinking and of our daily lives.

   There is dignity in all work.
   The life of a culture depends on its workers who produce goods and services.
   There are many different kinds of work.
   Mankind uses tools for work.
   Work has rewards.

In order to accomplish these major goals, we:

1. study from our textbooks
   Basic texts: Senesh-World of Work Series

Families at Work	Grade 1
Neighbors at Work	Grade 2
Cities at Work	Grade 3,4
Man/A Course of Study	Grade 4-6

   Other texts are available in our schools

2. use films, filmstrips records kits, games and many other resources to make information come alive.

3. participate in many curriculum-oriented hands-on experiences including trips, tool technology, electricity, art, music, creative writing, drama, photography, gardening, manufacturing and marketing.

4. bring into our schools people from the community who share experiences with us. Many of these are parents.

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

CAREER DEVELOPMENT EXEMPLARY PROJECT

CAREER CLUSTER MODULES AND TOPICS

DEVELOPED BY PROJECT TEACHERS AND CONSULTANTS

1971

GRADE 7

I. CONSUMER AND HOMEMAKING

II. COMMUNICATIONS AND MEDIA

III. FINE ARTS AND HUMANITIES

IV. CONSTRUCTION AND ENVIRONMENT

V. AGRI-BUSINESS, NATURAL RESOURCES, MARINE SCIENCE

GRADE 8

I. PUBLIC SERVICE OCCUPATIONS

II. HEALTH OCCUPATIONS

III. MANUFACTURING, MARKETING AND DISTRIBUTION, BUSINESS AND OFFICE OCCUPATIONS

IV. TRANSPORTATION

V. HOSPITALITY, RECREATION AND PERSONAL SERVICE OCCUPATIONS

CAREER DEVELOPMENT EXEMPLARY PROJECT

The Counseling and Guidance Careers
Development Program at the
Browne and Evans Junior High Schools

1972 - 1973

Career Development Exemplary Project

Suggested Resource Persons (Speakers)
(You will need to contact for further information)

I. Consumer and Homemaking - Grades 7 and 9

A. Better Business Bureau of Metropolitan Washington, Inc.
1111 E Street, N. W.
628-2727

B. Department of Human Resources (D.C)
Joseph P. Yeldell, Director
14th and E Streets, N. W.
629-5441

C. Department of Human Resources Montgomery County
205 Maryland Avenue, Rockville, Maryland
279-1491
Alan Dean

D. Neighborhood Consumer Information Center
3005 Georgia Avenue, N. W.
723-1540

E. Neighborhood Legal Services Program
666 11th Street, N. W.
628-9161

F. Potomac Electric Power Company
1900 Pennsylvania Avenue, N. W.
833-7500

G. Wilkins - Rogers, Inc.
3261 K Street, N. W.
FE3-3000
Mrs. Leffas

II. Communication and Media - Grade 7

A. Chesapeake and Potomac Telephone Co.
930 H Street, N. W.
392-2109

B. Federal Communications Commission
1919 M Street, N. W.
655-4000

C. Greater Washington Educational Television Association
3620 South 27th Street, Arlington, Virginia 22206
820-4500

D. Howard University Media Department
636-6000

E. WETA
3620 South 27th Street, Arlington, Virginia 22206
820-4500

F. WHUR
Howard University
2600 4th Street, N. W.
636-6100

G. WRC-TV Channel 4 - Television Station and
WRC-WRC-FM Radio Station
4001 Nebraska Avenue, N. W.
EM2-4000
Mr. David Eaton, Jim Vance

H. WTOP-TV Channel 9 or
WTOP Radio 1500 or
WTOP-FM 96-3
4001 Brandywine Street, N. W.
686-6000
Max Robinson

I. WTTG Television
5151 Wisconsin Avenue, N. W.
244-5151

J. WUST Broadcasting Station
815 V Street, N. W.
462-0011

K. Washington Technical Institute Communication Linked Instruction Center
1003 K Street, N. W.
638-0597
Media Center - 629-7360

III. Fine Arts & Humanities - Grades 7 and 9

A. Arena Stage
6th & M Streets, S. W.
347-0931

B. Association for the Study of Negro Life & History
1407 14th Street, N. W.
667-3244

C. Back Alley Theater
1365 Kennedy Street, N. W.
723-2040

D. Bernice Hammond School of Dance
2009 Benning Road, N. E.
EX6-4661

E. Black-American Theater
104 Rhode Island Avenue, N. W.
483-2251

F. D. C. Public Schools Department of Music
Hortence P. Taylor, Acting Director
737-0895

Department of Art
Marie B. Williams, Director
363-4819

G. D. C. Recreation Department
3149 16th Street, N. W.
628-6000

Childrens Theater of Washington
628-6000

H. D. C. Youth Orchestra
5th & Tuckerman Street, N. W.
723-1612

I. Howard University Gallery of Art
Albert Carter, Curator or
Department of Fine Arts
Cojo Baiten, Dance Instructor
636-7049

J. Museum of African Art
316 A Street, N. E.
547-7424
Mr. Adeyemi

K. New Thing Enterprises
1811 Columbia Road, N. W. also
New Thing Art and Architecture Center
332-4500
234-9271

L. Smithsonian Institute
381-5855
Louise Hutchinson

M. Therrell C. Smith
Dancing Instructor
2019 Bunker Hill Road, N. E.
526-1181

N. Rhythmatic Choir, People's Congregational Church
4704 13th Street, N. W.
726-9515; 829-5511

IV. Construction and Environment

A. Housing Development Corporation
Rev. Channing E. Phillips
1010 Lamont Street, N. W.
737-9866

B. Model Inner City Community Organization, Inc.
920 U Street, N. W.
387-6966

C. Pride, Inc.
1536 U Street, N. W.
544-9444
Jimmy Powell

D. Smithsonian Institute
Center for the Study of Man
10th and Constitution Avenue, N. W.
386-6201

E. Washington Technical Institute
4100 Connecticut Avenue, N. W.
629-7428

V. Agri-Business, Natural Resources, Marine Science - Grade 7

A. National Arboretum
28th & M Streets, N. E.
399-5400

B. Phelps Vocational High School
24th & Benning Road, N. E.
629-6064
Mr. Taylor

C. U. S. Naval Observatory
254-4569

D. U. S. Oceanographic Office
Suitland, Maryland
763-1276
Mr. James Sweeney

E. Washington Technical Institute
4100 Connecticut Avenue, N. W.
629-7428

VI. Public Service Occupations - Grade 8

A. Action for Children in Trouble
Department of Human Resources
Community Care Service
121 C Streets, N. W.
629-5536

B. American Red Cross Youth Office
2025 E Street, N. W.
857-3523
Miss Craven

C. Animal Rescue League
71 Q Street, N. W.
NO7-5730

D. Area C Mental Health Services
D. C. General Hospital
626-7279

E. Board of Education, Members of the
D. C. Public Schools
415-12th Street, N. W.
737-5317

F. Browne Junior High School
24th & Benning Road, N. E.
Mrs. Pettigrew, Principal
Mrs. McMichael,
Mr. Duncan,
Mr. Dixon, Assistant Principals
Officer Clarke
629-6191

G. D. C. Fire Department
614 H Street, N. W.
462-1762

H. D. C. Manpower Administration
14th & E Streets, N. W.
629-3663; 393-6151
Mr. Richard Archie

I. D. C. Public Library
Benning Branch
396-7106

Martin Luther King Memorial Library
9th & G Streets, N. W.
727-1111

J. D. C. Recreation Department Roving Leaders
3149-16th Street, N. W.
629-7264
Carver Leach-829-3276

K. Evans Junior High School
56th & East Capitol Street
Mr. Galloway, Principal
Mrs. Ricks,
Mr. Carpenter
Mr. Washington, Assistant Principals

L. Health Services Administration
1875 Connecticut Avenue, N. W.
628-6000

M. Hospitality House, Inc.
337 H Street, N. E.
546-4694 or 544-4940
Mrs. Ingram

N. Mayor Commissioner of the District of Columbia
Honorable Walter E. Washington
14th & E Streets, N. W.
628-6000

O. Metropolitan Washington Board of Trade & Convention
and Visitors Bureau
1129 20th Street, N. W., Room 200 20036
659-6400

P. Narcotics Treatment Administration
801 North Capitol Street
629-4755 or 342-9593

Youth Services
2101 N Street, N. W.
293-5704

Q. People's Involvement Corporation
2146 Georgia Avenue, N. W.
232-8020
Mrs. Hicks, Burronghs, or Jackson

R. Social Services Administration
122 C Street, N. W.
629-3745

S. Washington Gas Light Company
1100 H Street, N. W.
ST3-5225

T. Washington Suburban Sanitary Commission
4017 Hamilton Street, Hyattsville, Maryland
AP7-7700

VII. Health Occupations - Grade 8

A. American Red Cross
2035 E Street, N. W.
857-3523
Miss Craven

B. Area C Mental Health Services
D. C. General Hospital
626-7285

C. Miss Cooley, School Nurse
Browne
629-6191

D. Health Careers Services
1013 12th Street, N. W. 20005
347-2725

E. Mrs. Nell LaBeach,
teacher at Browne, and former nurse
629-6191

F. Planned Parenthood
Metropolitan Washington, D. C., Inc.
1109 M Street, N. W.
547-2762
Mrs. Stepney

G. Mr. Marvis Williamson,
teacher Browne, and former male nurse
3108 Bright Seat Road, Landover , Maryland 20785
629-6191; 773-6490

VIII. Manufacturing, Marketing, and Distribution, Business and Office Occupations - Grade 8

A. Bono Film Services, Inc.
1042 Wisconsin Avenue, N. W.
333-4460

B. Commercial Art Services
3015 Earl Place, N. E.
526-5607

C. Department Stores
The Hecht Co. - 737-5000
Lansburgh's - 638-4856
Sears - 526-3000 - Woodward & Lothrop 347-5300

D. Eastman Kodak Company
1 Choke - Cherry Road , Rockville, Maryland
948-2800

E. Giant Food Inc.
6900 Sheriff Road, Landover, Maryland
341-4100

F. Industrial Designers
Design Associates
1913 Eye Street, N. W.
298-7446

District Design
3201 Wisconsin Avenue, N. W.
966-4482

Federal Graphies
1346 Connecticut Avenue, N. W.
659-1405

G. Internation Business Machines Corporation
Data Center, 1801 K Street, N. W.
833-6078 - 897-2000

H. Motor Freight Lines

W. T. Cowan, Inc.
5100 Lawrence Place, Hyattsville, Maryland
864-5656 or 773-1200

Jacobs Transfer Company
2300 Beaver Road, Landover, Maryland
773-9700

E. I. Kane, Inc.
5400 Tuxedo Road, Tuxedo, Maryland
773-5000

McLean Trucking Company
Jefferson and Ardwick-Ardmore Road, Landover, Md.
773-1600

I. Safeway Stores, Inc.
6700 Columbia Pike Road, Landover, Md.
772-6900

J. Washington Business School
1711 Connecticut Avenue, N. W.
332-2637

IX. Intermodal Transportation

A. American Airlines
1101 17th Street, N. W. 20036
296-1666

B. Goddard Space Flight Center
Greenbelt, Md., 20771
982-2205
Mr. Elva Bailey

C. Interstate Commerce Commission
12th & Constitution, N. W. 20423
343-4141

D. Trans World Airlines
1100 Connecticut Avenue, N. W., Rm. 320 20036
466-5700

E. Urban Mass Transportation Administration
400 7th Street, S. W. 20590
426-4011

F. Washington Metropolitan Transit Authority
(Re: Metro)
950 L'Enfant Plaza, South, S. W.
484-2600

G. Washington Technical Institute
Connecticut Ave., & Van Ness Street, N. W.
629-7477

X. Hospitality, Recreation and Personal Service Occupations

A. Henry S. Washington and Sons (Morticians)
4925 Deane Avenue, N. E. 20019
398-6700

B. Theodore Roosevelt Island
426-6922
Park ranger (will come to school for 2 hour workshop for teachers)

C. Cardozo Beauty Academy
7930 Georgia Avenue, Silver Spring, Md.
589-4433

D. Marriott Hotel, Twin Bridges
Rte. 1 & Interstate 95, Washington, D. C. 20001
628-4206

E. Lewis Hotel School
2301 Penn. Avenue, N. W. 20037
333-4692
Mrs. Everett

F. Stewart Funeral Home
4001 Benning Road, N. E. 20019
399-3600

G. D. C. Recreation Department
3149 16th Street, N. W.
628-6000
Mr. Sam LaBeach

Possible Suggested Films for
Small Group Counseling

1. I Just Don't Dig Him
2. I Owe You Nothing — (Parents)
3. I'll Never Get Her Back - (giving up child to adoption agency.)
4. Kathy - (Venereal Disease)
5. Mint Tea - (Lonliness)
6. Self-Defense For Girls
7. Sex in Today's World
8. Run - (escaping problems)
9. Shotgun Joe - (16 yr. old in prison - life situation before, during, after.)
10. Starlight - (awareness of environment - to see - to comprehend.)
11. That's Me - (social worker finds that she is not as stable as child she is helping.)
12. Still a Brother - (plight of successful black man - to return & help or to satisfy own selfish desires.)
13. To Be A Man
14. To Be A Woman — (growth to maturity)
15. Up Is Down - (child's perception of his environment.)
16. Who Cops Out? - (decision - making.)

Parent Involvement

A. Orientation

1. Letters to parents in regard to Career Development Program.

2. Assembly and Parent Visitation

B. Questionaire for further Parent Involvement.

(eg.) Would you suggest names, addresses, phone numbers, and occupations of your friends and associates who would be willing to come to school and give the students information about that occupation?. Would you be willing to come?

Name	Address	Phone No.	Occupation

C. Plans should be developed where volunteer parents would be able to assist with classroom management when teachers are involved in extra classroom activities pertaining to the Career Development Program.

D. Provide an opportunity for parents to "just drop in" for visits monthly.

E. Final activity for parents and students.

A D D E N D A

DUTIES OF COUNSELORS:

1. Registration of new students

2. Assignment of students to sections (Both 1 and 2 will apply only to students entering late and only when the administrative office has not done so or if that office requests that the counselor places the child.

* 3. Orientation of all students to the Career Development Program.

* 4. Interpreting the Career Development Program to parents and teachers.

* 5. Organizing a simple file system:

   personal interview cards or folders, cumulative folders with information, class roll for each section; an activity record of student participation; student individual schedules, student employment records, if any. Any other pertinent information that may facilitate the counseling process.

6. Using community resources:

   a.

   b.

   c.

   * d. Visits/Tours

      Enrichment, Information
      Hands-On-Experiences, etc.

   e. Clinics

      1. Mental health

      2. Physical health

   f. Conferences

g. Referral of students

* 7. Planning Impact Activities

(See Calendar)

a. Guide Lines or Lessons as Guides for each.

b. Securing speakers, films, filmstrips, etc.

* 8. Grouping students for Continuing Activities (A Teacher-Counselor Project.)

* 9. Acting as a resource person to all teachers.

* 10. Being available at all times for emergencies pert. to students.

11. Participating in conferences in order to make referrals, recommendations and to receive information

a. with Administrative personnel

b. with parents and/or interested relatives

c. with pupil personnel workers

d. with probation officers, police, etc.

e. with persons from community agencies

f. with the school nurse and other school personnel

* 12. To assist in providing tutorial services or advising parents of such need.

13. Coordinating, and conducting the testing program with the aid of teachers.

* 14. Conducting group guidance sessions on modules in progress in the classroom. Close coordination of classroom topics with guidance activities.

(See Career Development Work Kits, Career Kits - Industrial, Professional, Exploratory - Records, Tapes and other sources of materials.)

Orientation

Assembly #1 (Problems of last year)

A Skit
Music
Course Explanation
"What Good Is School?" (A film strip that relates subjects to careers)

Letter to Parents - Invite parents to Assembly #1

Follow assembly with question-answer period

Issue questionaire to parents at assembly #1
(See Parent Involvement.)

Parent visitation to classroom

Assembly #2

Student Responsibilities

Procedures (school)

Rules

Information

GROUP GUIDANCE ACTIVITIES FOR
Modules In Grades 7, 8, 9.

I. Logistics:

1. Meet with 5 groups, of 15 students per module.

2. Take one or 2 students from each section to comprise a group of 15 students. ((a.) provides for students to get involved with others outside of their own group. (b) one teacher is losing only 1 or 2 students at meeting time, rather than ½ of his/her class).

3. Meet with the groups in an open and together atmosphere. (a) arrange seats in a circle, including counselor in the circle, (He/She is facilitator whose job it is to promote student participation. (b) the facilitator should be sure that each student feels that his contribution is worthy, regardless of the orthodoxy of his opinion or contribution.

II. Materials:

A. All written & printed materials pertaining to a module are to be arranged on a mobile unit.

B. Plans are being made for printed, materials to be simplified by counselors and interested students. (Many materials are too difficult for 2nd, 3rd & 4th grade reading levels).

C. A-V Materials should be used after students have had a chance to brainstorm the modules. (Material should be supplemental, not as a substitute for one's own thinking.)

III. Suggested Activities:

A. As a group, brainstorm the meaning of the module.

1. What do the words mean to you?
2. Think of a more (hip relevant) way to say that.
3. What jobs do the words suggest to you?
4. Do you know anybody in any of the jobs?
5. What do they do?
6. What personal qualities do you think he/she needs to do his job?

B. Show a film or filmstrip relating the module with jobs and school work.

C. Have students compare their own brainstorming reactions with that which they see on the film or film strip.

D. Present existing materials to students. Give guidelines on what to look for in materials.

E. Allow students to suggest other materials. Encourage them to look for and use their own materials.

F. Suggest techniques for making notes of what they read.

G. Help students to relate the meaning of the module to their own lives:

1. Discuss their values - (a) self-worth, (b) money, (c) self-exposure, etc.

2. Situational role-playing activities.

3. Discuss how <u>you</u> feel in relation to working.

4. Discuss how to get along with others in work. (a) How do you like people to treat you? (b) What kinds of behavior in others turn you on? (c) What kinds of behavior in other turns you off. (d) Is there anyone you would like to be like? How would you describe that person? (e) What steps can you take to make yourself more into the person you would like to be like? (Emphasize that we all continually change ourselves to become what we want to be. This is normal, and Desirable.)

H. Ask students to do field work. (1) Go to persons who are employed in the occupations for that module. (2) Ask if those persons would be willing to come to school and tell us about the work (3) Make a list of willing speakers including name, address, phone number, and occupation.
(Perhaps this should be done by breaking the group into smaller groups.)

I. At the end of the session, give students mimeographed material concerning that module. Suggest that they keep it in their notebooks for reference.

J. Invite students to return with concerns and collected materials. Follow-up the session by arranging a time that interested participants may form a group and share ideas, use materials, and carry out quest activities.

Mini-Information Sheet
Elementary Career Development
D. C. Public Schools
1971 - 1972

Dr. Paul Cawein
Assistant Superintendent
Career Development

Mrs. Bessie Etheridge
Director, Career Development Exemplary Project

Mrs. Martha J. Roache
Assistant Director
Elementary Career Development

Pilot Elementary Schools - Webb and Young

July, 1972

Dear Career Development Team Members,

Welcome to our Career Development Summer Workshop for this year. Let's hope that we will find this workshop to be very informative in presenting all the latest information and training in the area of Career Development.

We have tried to give you a very brief idea of what is going on in Elementary Career Development to date. You are certainly welcomed to visit our program in action during the school year.

Sincerely,

Elementary Career Development Teachers
(Mrs.) Martha J. Roache
Assistant Director for
Elementary Career Development

Career Foundations at the Elementary Level

The foundations for individual Career Development are laid in the elementary school. A variety of programs for revising the educational program at the elementary level are being considered and tested in the public schools of the District of Columbia as elsewhere. For the most part these focus quite properly on raising the level of traditional skill development -- reading, writing and arithemetic. An increasing number of new efforts at the elementary level are also focusing on the social and psychological needs of children as these relate to learning.

Teachers must become aware of the vital role which their interaction with children, for example, including their pattern of reward and punishment and even their level of expectations, have upon the learning and self confidence of their students. In most cases, it is possible to offer learning experiences and activities which allow for simultaneous traditional skill development and the meeting of individual social and psychological needs. The Foundations of Career Development are based upon meeting the learning needs of individual children.

Career Development Foundations also require special learning experiences which are not now provided for all students. Curriculum materials and learning activities must be introduced which focus on the establishment of a realistic awareness of the world of work and the establishment of a positive orientation toward Career Development.

Specifically, the task force recommends the introduction of such economic concepts as scarcity , specialization, division of labor and market mechanisms as they clarify the economic life of the home, the neighborhood and the community...the study of technology as it influences the patterns of human lives and work careers, including a survey of tools, simple machinery and instruments which undergird the fabric of daily living and work in our society...the integration into all learning of creative manipulative activities involving the use of tools and simple equipment to complete individual and group projects and models, and the expansion of similar activities which make abstract ideas more concrete through the use of manipulative skills.

(From: The D. C. P. S. Task Force Report)

Background

The Career Development Pilot Program began with a four-week workshop in July, 1970. Approximately twenty teachers in grades one through six from Webb and Young Elementary Schools were given a general overview of Elementary Career Development. The Workshop consisted of lectures, trips, films, hands-on activities, and writing unit plans.

During the school year these unit plans were tried out and enlarged upon. Weekly evaluation and planning sessions were held after school during the year. Hands-on skills were increased through monthly Saturday Workshops.

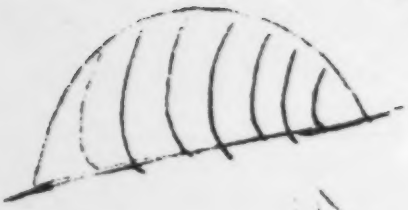
During the summer of 1971 the second Elementary Career Development Workshop was held. The primary aims of this workshop were:

- to examine the curricula
- to locate those concepts that apply to Career Development
- to construct hands-on activities designed to reinforce those concepts

Three curricula were selected for use in this program; Our Working World, Man: A Course of Study, and Black Awareness. These curricula were selected because they lend themselves to the development of the economic principles and hands-on activities so important to the concept of Career Development.

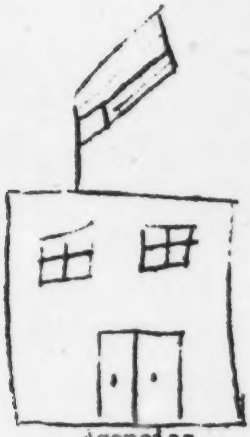
Our Dependence on the Community

In Elementary Career Development

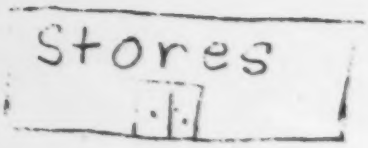


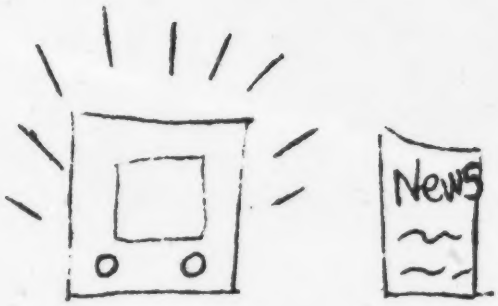
Supplies

Community workers
&
other guest speakers



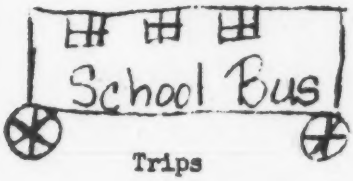
Agencies





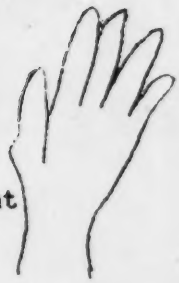
Communication

Parents



Trips

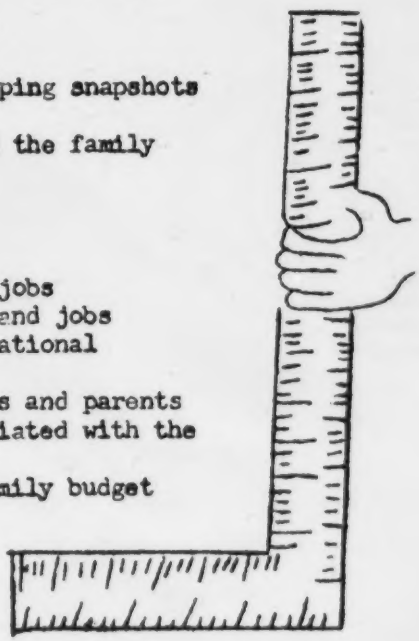
Hands - On Activities
(Sept.-June, 1972)



Teachers in the Elementary Career Development Program use the hands-on approach to learning with their students. This method of teaching uses various types of equipment, materials and resources. The teachers are doing a fine job this year in testing the latest materials available related to elementary Career Development.

Some Activities:

1. Projects made with tools related to curriculum
2. Parent Rap sessions with students on their particular jobs
3. Teacher workshops at Phelps School carpentry class
4. Class trips to the lumber yard
5. Assembly programs related to Career Development
6. Salmon Feast (Grade 5 class)
7. Career Development slides, movies, filmstrips, and records
8. Teacher workshop on how a big business operation functions
9. Establishment of a Trading Post (Grade 1 class)
10. Classroom assistants in introductory work with tools from carpentry class at Phelps
11. Career Development Staff meetings
12. Building Model Cities
13. Setting-up dark room for photography
14. Incorporating Career Development into all phases of the curriculum
15. Prepare an exhibit for a Career Development display
16. Participation in a handicraft workshop at Smithsonian Museum
17. Mass Production project
18. Build a colonial city
19. Establish a picture scrapbook by developing snapshots in school photo lab
20. Small group discussion on economics and the family
21. Make plans for student volunteer work
22. Wood burning and decoupage
23. Career Days for Boys and Girls
24. Mass production in photography
25. Trips to see people at work in various jobs
26. Role-playing in regards to family life and jobs
27. Giving progress reports to several educational centers here in D. C.
28. Having open-house for out of town guests and parents
29. Student participation in workshop affiliated with the Smithsonian Museum
30. Grocery shopping related to planning family budget



FUTURE PLANS

My brothers and their playmates all
 keep planning what they'll do
When they are very big and strong
 And educated, too.

John plans to be an engineer,
 And Carl a pastry cook.
And George will go to practice law,
 And Ben will write a book.

Tom says he'll be a carpenter.
 Don wants to be a cop
And Bob will keep a grocery store
 Or else a candy shop.

They'll all so full of business plans
 They won't have time to be
The president in Washington --
 Which leaves that job for me'

--Hariette Porter

Career Development Exemplary Project

Saturday Workshop Schedule

(*Regular Teachers In Program)

Time 9:00 - 12:00 Noon

November 4th	Involving the Community In Career Development (Elementary and Junior High)
December 2nd	Mass Production (Elementary) In-depth Planning for Module III (Junior High)
January 6th	Curriculum - Incorporating Black Awareness In The Career Development Program (Elementary) In-depth Planning for Module III (Junior High)
February 3rd	Evaluation of 1st Semester and planning for 2nd Semester (Elementary) Evaluation of 1st Semester and revision of Modules I and II (Junior High)
March 3rd	Cross-Level Conference A. Sharing experiences B. Refining the training Model (Teacher In-put for Summer 73) C. Planning for fall expansion

CAREER DEVELOPMENT

A WORKSHOP FOR TEACHERS

July 5 - August 1, 1972

Spingarn Instructional Unit
Browne Jr. High School
24th & Benning Road, N. E.
Washington, D. C.

Participating Schools

Browne Junior High School
Mrs. Marguerite Pettigrew, Principal

Evans Junior High School
Mr. George E. Galloway, Principal

Webb Elementary School
Mrs. Vivian L. Dean Principal

Young Elementary School
Mrs. Mattie Spottswood, Principal

Bessie D. Etheridge
Project Director

Dr. James T. Guines
Associate Superintendent
Division of Instructional Services

Mrs. Ellen F. Datcher
Assistant Director, Junior High Schools

Mrs. Martha J. Roache
Assistant Director, Elementary Schools

CAREER DEVELOPMENT WORKSHOP
Browne Junior High School

First Week - July 5-8, 1972

Wednesday, July 5

8:00	Registration
8:30	Orientation to the Workshop B. D. Etheridge
10:00	Break
10:15	Orientation to the Career Development Exemplary Project, D. C. Origins: Film, U. S. Office of Education Slide Presentation - The Task Force Report - Goals for Washington, D. C.
11:15	The Project 1970 - 72 Elementary Schools Mrs. Martha J. Roache Assistant Director for Elementary and Members of the Elementary Teams
12:00	LUNCH
12:30	The Project - Continued Junior High Schools Mrs. Ellen F. Datcher Assistant Director for Junior High Schools and Members of the Secondary Teams

First Week - Continued

1:30	Question and Answer Period
2:30	Dismissal

Thursday, July 6 through Saturday, July 8

8:00	Check-In
8:10	Interpersonal Relations Social Systems Intervention, Inc. Dr. Roy J. Jones and Consultant Teams
10:00	BREAK
10:15	Continued
12:00	LUNCH
12:30	Continued
2:30	Dismissal

Second Week July 10-14, 1972

Monday, July 10

8:00	Check-In
8:10	Classroom Management Skills Mrs. Lorraine H. Whitlock
10:00	BREAK
10:15	Continued
12:00	LUNCH
12:30	Continued
2:30	Dismissal

Tuesday, July 11

8:00	Check-In
8:10	Reading in the Content Areas Dr. Emma Rembert Reading Consultant Charles E. Merrill Company
10:00	BREAK
10:15	Continued
11:00	Mathematics in Other Content Areas
12:00	LUNCH
12:30	Continued
2:30	Dismissal

Wednesday, July 12

8:00	Check-In
8:10	Language Arts in Career Development Programs - Elementary School Team Orientation to the Curriculum Effort Secondary Teams
10:30	LUNCH
11:00	Trip to Educational Media Center, Twining School Program at Twining conducted by Mr. Harry S. Burke, Supervising Director and Assistants (Buses leave Browne promptly at 11:00 and leave Twining at 2:00)
2:30	Dismissal

Thursday, July 13 through July 18

8:00	Check-In
8:10	Learning Systems Mrs. Lorraine H. Whitlock Miss Verna J. Dozier Mr. Ronald J. Hasty
10:00	BREAK
10:15	Continued
12:00	LUNCH
12:30	Continued
2:30	Dismissal

Wednesday, July 19

8:00	Check-In
8:30	Exhibit of Instructional Materials and Equipment Evaluation sheets will be provided for all participants. These must be turned in at check out time. Please sign each sheet and place it in the receptacle.
2:30	<u>This is a required activity</u> Dismissal

Tuesday, July 11

8:00	Check-In
8:10	Reading in the Content Areas Dr. Emma Rembert Reading Consultant Charles E. Merrill Company
10:00	BREAK
10:15	Continued
11:00	Mathematics in Other Content Areas
12:00	LUNCH
12:30	Continued
2:30	Dismissal

Wednesday, July 12

8:00	Check-In
8:10	Language Arts in Career Development Programs - Elementary School Teams Orientation to the Curriculum Effort Secondary Teams
10:30	LUNCH
11:00	Trip to Educational Media Center, Twining School Program at Twining conducted by Mr. Harry S. Burke, Supervising Director and Assistants (Buses Leave Browne promptly at 11:00 and Leave Twining at 2:00)
2:30	Dismissal

Thursday, July 20
through Wednesday July 25

8:00 Check-In

Elementary

New Personnel

8:10 Tool Technology

Mr. Joseph G. Brown Jr.

10:00 BREAK

10:15 Tool Tech. Cont'd.

11:00 Gr. 1-3 Senesh

Mrs. Lillie Green

Gr. 4-6 Man/A Course of Study

Mrs. Andrea Irby

12:00 LUNCH

12:30 Senesh Cont'd.

Man Cont'd.

2:30 Dismissal

Former

Curriculum

Junior High

All Team Members

8:10 - 7/20 Curriculum Extension

Mrs. Ellen F. Datcher

Mrs. Olivia Calhoun

(See room assignment sheet for locations)

7/21 a.m. - Continued

p.m. - Tour

7/24 a.m. - p.m. - Curriculum Extension

7/25 a.m. - Curriculum Extension

p.m. - Curriculum

Mrs. Elva C. Wells

Thursday, July 27

8:00	Check-In
	Elective Courses (with exceptions)
	All new elementary personnel must enroll in Photography
8:10	Photography - Red - Blue
	Mrs. Lydia J. Thorton
	Mr. Larry F. Albert
	Audio Visual - Preparation - Green " " Operations - Orange
	Mr. Harry Burke and Aides
10:00	BREAK
10:15	Continued
11:00	Photography - Green " - Orange
	A-V Preparation - Red " " - Blue
12:00	LUNCH
12:30	Continued
2:30	Dismissal

Friday, July 28

8:00	Assembly
8:10	Photography - Red " -Blue
	A-V Operation - Green A-V Preparation-Orange
10:00	BREAK
10:15	Continued

11:00	Photography - Green " " - Orange A-V Operation - Red A-V Preparation - Orange
12:00	LUNCH
12:30	Continued

Monday, July 31

All Day Tour for all personnel. Assembly as usual at Browne.

Tuesday, August 1

8:00	Assembly, After check in, please report to your team areas.
8:10	Evaluation Program/Workshop Windup Datcher, Roache, Etheridge

D. C. TEACHERS COLLEGE

Syllabus

Education 670 F - "An Orientation to Career Development"
July 9 - August 3, 1973

8:00 - 12:00 Noon (4 weeks)

4 semester hours

Orientation to the Project..... 3 hrs.

Overview of the Training Program..... 1 hr.

Introduction to Career Development Curriculum K - 9..... 4 hrs.

Senesh and Media.....12 hrs.

Man/ A Course of Study and Media.....20 hrs.

Secondary Curriculum and Media.....12 hrs.

Tour Techniques..... 4 hrs.

The Systems Approach..... 8 hrs.

The Interdisciplinary Team..... 8 hrs.

Photography for Teachers or Tool Technology, Secondary..... 8 hrs.

Tool Technology, Elementary or
Integrating Career Education, Secondary.....16 hrs.

Tour..... 4 hrs.

Evaluation..... 4 hrs.

TEACHER BELIEFS SURVEY (TBS)-FORM 1

INSTRUCTIONS TO EXAMINEES:

The Teacher Beliefs Survey is used for assessment purposes only in the investigation of teacher beliefs about the teaching-learning process. It is not used for the evaluation of individuals. THERE ARE NO RIGHT ANSWERS. Your responses should reflect what you usually think or how you usually feel. You will respond to each statement on the answer sheet using the following five point scale:

Strongly Agree	Agree	Uncertain	Disagree	Strongly Disagree
(SA)	(A)	(Un)	(D)	(SD)

In responding to a statement, first decide whether you agree or disagree. Then mark the response which best identifies the degree of your agreement or disagreement. If this is hard for you to determine, mark either uncertain or disagree. Work as rapidly as you can.

SAMPLE ATTITUDINAL INVENTORY
ON CAREER EDUCATION

Directions: Check the answer which best describes your reaction to that statement: Strongly Agree, Agree, Uncertain, Disagree or Strongly Disagree.

S.A.	A.	Un.	D.	S.D.	
___	___	___	___	___	1. Children learn best in an atmosphere filled with love and emotional support.
___	___	___	___	___	2. A teacher can frequently "reach" a rebellious pupil by taking an intense personal interest in his welfare.
___	___	___	___	___	3. An essential component of a good lesson is one of showing how it is related to other areas of knowledge.
___	___	___	___	___	4. The essential function of junior high school courses lies in their preparing pupils for later courses.
___	___	___	___	___	5. Decisions about career choices should be made only by teachers since they know best what students are capable of.
___	___	___	___	___	6. The teacher's ability to see the world as each of his students sees it is an absolute must if he is to have any success at all in teaching.
___	___	___	___	___	7. Pupils respect teachers who stand firm on their convictions.
___	___	___	___	___	8. In planning their work teachers should rely heavily on the knowledge and skills pupils have acquired outside the classroom.
___	___	___	___	___	9. The structure of a field of knowledge is intrinsically interesting to pupils when it is clearly taught.
___	___	___	___	___	10. College or university attendance is critical to "success" in life.
___	___	___	___	___	11. Pupils do their best work when they know exactly what to expect from day to day.
___	___	___	___	___	12. In the interest of good discipline pupils who repeatedly disrupt the class must be severely punished.

S.A.	A.	Un.	D.	S.D.	
___	___	___	___	___	13. Pupils gain a sense of belonging when the teacher encourages friendships among pupils in the room.
___	___	___	___	___	14. Children need and should have more supervision and discipline than they usually get.
___	___	___	___	___	15. Students who do well in academic subjects do not belong in vocational skills training programs.
___	___	___	___	___	16. There is too great an emphasis on keeping order in the classroom.
___	___	___	___	___	17. The effectiveness of the teacher depends entirely on the amount of personal interest he can invest in the progress of each pupil.
___	___	___	___	___	18. The teacher who organizes the material and presents it to pupils in a forceful way gets the best results.
___	___	___	___	___	19. The over-all plan of education suffers when teachers depart substantially from the subject outlined.
___	___	___	___	___	20. Teaching about careers cannot be effectively carried on before students reach the high school level.
___	___	___	___	___	21. A properly motivated group of mature students might learn more in a semester's time if they were left entirely to their own resources than if they had a teacher to guide them.
___	___	___	___	___	22. Pupils learn best when permitted to set their own pace in doing the work.
___	___	___	___	___	23. The teacher assures optimum learning conditions by giving top priority to the social-emotional needs of pupils.
___	___	___	___	___	24. The effectiveness of teaching is enhanced when the teacher has the ability to see the world as each pupil sees it.

S.A.	A.	Un.	D.	S.D.	
___	___	___	___	___	25. All teachers should relate course content to the nature and value of careers.
___	___	___	___	___	26. Pupils respect teachers who expect them to work hard in school.
___	___	___	___	___	27. Time to choose freely their own activity during the school day is a must for pupil morale.
___	___	___	___	___	28. Nothing captures students' interest in school work as quickly as allowing them to wrestle with problems of their own choosing.
___	___	___	___	___	29. Pupils learn efficiently the essentials of a subject when every member of the class moves simultaneously through carefully planned lesson sequences.
___	___	___	___	___	30. When careers are considered, the satisfaction one derives from his job should be a factor in his choice.
___	___	___	___	___	31. The pupil's knowledge is best developed when teachers interrelate facts and figures from many different subject fields.
___	___	___	___	___	32. Pupil failure is averted when mastery of subject matter is the prime requisite for promotion.
___	___	___	___	___	33. Teaching of specific skills and factual subject matter is the most important function of the school.
___	___	___	___	___	34. The goals of education should be directed by children's interests and needs as well as by the larger demands of society.
___	___	___	___	___	35. Teacher training programs do not provide enough attention to giving teachers an understanding of varied careers available to youth.
___	___	___	___	___	36. A firm hand by the teacher promotes emotional security for pupils.
___	___	___	___	___	37. Grading pupils separately on achievement and citizenship assures that teachers will insist on mastery of subject matter as well as good behavior.

S.A.	A.	Un.	D.	S.D.	
___	___	___	___	___	38. Pupils frequently learn much more under their own initiative than they do under teacher direction.
___	___	___	___	___	39. Teachers who like pupils will usually encourage pupil initiation and participation in planning lessons.
___	___	___	___	___	40. Counseling should be handled only by counselors trained for the job.
___	___	___	___	___	41. The backbone of the school curriculum is subject matter; activities are useful mainly to facilitate the learning of subject matter.
___	___	___	___	___	42. Teachers who do not like pupils will usually decide on and plan lessons along rather than use pupil participation.
___	___	___	___	___	43. The curriculum consists of subject matter to be learned and skills to be acquired.
___	___	___	___	___	44. Group activity teaches children to think and plan together, independent of direct supervision by the teacher.
___	___	___	___	___	45. Students whose job plans are modest deserve as much attention from teachers as those whose job goals are more ambitious.
___	___	___	___	___	46. In teaching it is quite essential to cover the material in the course of study.
___	___	___	___	___	47. The deep interest which pupils sometimes develop in one subject can be valuable to them, but only if teachers succeed in broadening their perspectives across subject matter boundaries.
___	___	___	___	___	48. The completion of any worthwhile task in education requires hard work on the part of pupils.
___	___	___	___	___	49. Across-the-school routine imposes a consistency in classroom procedure which tends to restrict important avenues for learning.

S.A.	A.	Un.	D.	S.D.	
___	___	___	___	___	50. When careers are considered, salary should not be the only factor.
___	___	___	___	___	51. The attitudes learned by a student are often the most important result of a lesson or unit.
___	___	___	___	___	52. Learning is essentially a process of increasing one's store of information about various fields of knowledge.
___	___	___	___	___	53. Pupils must be kept busy or they soon get into trouble.
___	___	___	___	___	54. The most important thing a teacher can do to set the stage for learning is to discover the interests of students.
___	___	___	___	___	55. White collar jobs are more important than so-called blue collar jobs.
___	___	___	___	___	56. Students who misbehave or do not learn are generally children who need more love.
___	___	___	___	___	57. Before pupils are encouraged to exercise independent thought they should be thoroughly grounded in the facts and knowledge about the subject.
___	___	___	___	___	58. When giving a choice of activity, pupils generally select what is best for them.
___	___	___	___	___	59. The basic function of education is fulfilled only when pupils are led to understand the general significance of the material they have learned.
___	___	___	___	___	60. Teachers should give attention to all students regardless of the kinds of jobs the students will someday hold.
___	___	___	___	___	61. Pupils gain more satisfaction from doing a difficult task well than any other achievement.
___	___	___	___	___	62. Children should be given more freedom in the classroom than they usually get.
___	___	___	___	___	63. The pupil's impression of the teacher's personality greatly influences what he learns.

S.A.	A.	Un.	D.	S.D.	
____	____	____	____	____	78. Teachers need the skills to identify learning sytles in students.
____	____	____	____	____	79. Teachers are the molders of society.
____	____	____	____	____	80. A given child does not have multiple styles of learning.
____	____	____	____	____	81. It is best to rely on the textbook when teaching a class of children.
____	____	____	____	____	82. Learning should usually be facilitated by the use of manipulative materials.
____	____	____	____	____	83. Teaching stifles the teacher's ambition.
____	____	____	____	____	84. It is not necessary in effective teaching to use many different areas of student interest.
____	____	____	____	____	85. Teaching is usually a monotonous job.

Training Program for Educational Aides

Time - 2 weeks

Site - Carver, Media Center, Schools

General Plan

Day	
1	General Orientation Duties and responsibilities Visit to schools - both levels
2,3,4	Office skills B. Worthy, O. Richardson
5	Media Center
6,7,8,9,10	Carver Resource Center

Training Program for Educational Aides

I. Orientation to the Program
   Film
   Transparency with narration

Duties

Report to teacher-coordinator
Organize and maintain the Activity Center
Assist Project teachers as assigned
Function outside the Project in emergency situations only
Make program-related calls for Project teachers
Assist with security arrangements

Time, Leave, Etc.

Sign in at the school office
Call B. Worthy - 629-6994, or 5 - regarding all absences - in advance whenever possible
Hours: 8:00 - 4:30
Lunch - 1/2 hour

Dont's

You are not an office aide for the principal
You are not an Aide for all teachers
You are not a substitute teacher
Do not make a habit of using school phones for personal business
Never strike a child

Other Components

1. Visit to one elementary and one junior high school in the original program

   Evans

2. Operation of machines - Media Center

   Mimeo
   Duplicator
   Slide - filmstrip projector
   16 mm projector
   Overhead projector
   Carousel

3. Preparation of instructional materials

   Ditto masters
   Charts
   Bulletin Board display
   Sorting and arranging materials

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF INSTRUCTIONAL SERVICES
CAREER DEVELOPMENT EXEMPLARY PROJECT
CARVER SCHOOL ROOM 6
45th and Lee Streets, N. E.
Washington, D. C. 20019

POSSIBLE JOB TASKS FOR A PARAPROFESSIONAL

1. Maintaining equipment and supplies
2. Assembling instructional materials
3. Helping supervise children
4. Escorting children to locations within building, on the playground
5. Supplying leadership in some individual and small group activities.
6. Assisting in general classroom management
7. Performing various clerical jobs
8. Making notes for trips
9. Reading to children
10. Examining notebooks
11. Helping to prepare seatwork masters; from originals prepared by the teacher
12. Providing additional individual attention to children
13. Grading papers
14. Making assignments
15. Creating teaching aids
16. Operating audio-visual equipment and duplicating machines
17. Tutoring
18. Providing "Human Services" skills (listening, observation, etc.)
19. Providing community contacts

Career Development Exemplary Project
Carver School
45th & Lee Streets, N. E.
Washington, D. C. 20019

November 17, 1972

MEMORANDUM

For : All Teachers, Title I Schools, Grades 1-3 and 7
Career Development Exemplary Project

From : Bessie D. Etheridge, Director

Reference: Educational Aides

In accordance with the Guidelines of Title I Programs for the District of Columbia, an educational aide will be assigned to your team, grades 1-3 and 7, on or before December 1, 1972. Your principal has been notified of this assignment.

This aide has worked with the Assistant Directors of the Project for ten days prior to assignment to you and therefore has a general knowledge of possible tasks which you may assign. Your team leader has been asked to assume responsibility for coordinating the work of the aides.

Your aide has also been told that one of her primary duties will be the continuing maintenance of your school/class Project resource area. She has assisted with the organization of the Central Resource Center at Carver and has some knowledge of that area and can be of assistance under your direction.

We hope that your aide will be helpful to you and release you to many important tasks which only you can do.

Should problems arise with which you feel you need help, please do not hesitate to call this Office.

Bessie D. Etheridge, Director
Career Development Exemplary Project

BDE:bjw

Career Development Exemplary Project
Carver School
45th & Lee Streets, N.E.
Washington, D.C. 20019

November 17, 1972

MEMORANDUM

FOR : All Principals, Career Development Exemplary Project

FROM : Bessie D. Etheridge

REFERENCE: Educational Aide, Title I

To assist Project teachers in your school, grades 1-3 and 7, Title I, an Educational Aide is being assigned to your school by this Office on or before December 1, 1972. This Aide is not a general Aide. Her services are restricted to the Career Development Project.

In preparation for work with the Project, she has received training (which should be helpful) at the Project Office.

I have asked the Team Leader in your building to assume responsibility for coordinating the work of the Aide among the Project teachers to the end that maximum production can be achieved.

Bessie D. Etheridge, Director
Career Development Exemplary Project

School _____

Team Leader _____

Aide _____

Career Development Exemplary Project
Carver School
45th & Lee Streets, N. E.
Washington, D. C. 20019

Memorandum

For : Principals
Career Development Exemplary Project

From : Bessie D. Etheridge

Re : Educational Aides,
Career Development Exemplary Project, Title I

This memo will introduce _____,
an educational aide assigned to your Career Development team.

Your team leader has agreed to coordinate the work of this aide. Mrs. Datcher and I will check periodically to see how well the team is working.

We can be reached at 629-6994, 6995. Please let us know how we can help you.

Rating - GS 2
Date of appointment _____
Attendance record:
*Days Absent _____
*These absences have already been reported on our weekly report.

Bessie D. Etheridge, Director
Career Development Exemplary Project

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF INSTRUCTIONAL SERVICES
CAREER DEVELOPMENT EXEMPLARY PROJECT
CARVER SCHOOL
45TH & LEE STREETS N.E.
WASHINGTON, D.C. 20019

MEMORANDUM

FOR: Educational Aides

FROM: Bessie D. Etheridge

RE: Assignments, 1973

Welcome back to the classroom for the new year.

You have been assigned, reassigned to _____

for the school year 1973-74.

Please report to _____your

principal at 8:00 on _____.

Bessie D. Etheridge

Bessie D. Etheridge, Director
Career Development Exemplary Project

Elementary Career Development Project

Teacher	Grade	Enrollment	School

Request For Services From
Assistant Director

Date & Time For Assistance	Help Requested	Supplies Needed
	Ex. consultations; assist in tool work; guidance lesson; slide talk; photography; accompany on trip; observation;	

Project:_____

Webb- Deposit this form in my mailbox.
Young - Return your request sheet to your team leader. I will pick them up on Monday.

M.J. Roache

Elementary Career Development Observation Form

Martha J. Roache
Elementary Assistant Director

Teacher: _____ Grade ___ School _____

Date: _____ Time: _____

General Evaluation _____

Classroom Environment

Ventilation: _____

Appearance: _____

Materials: _____

Atmosphere: _____

Incorporation of Career Development In Subject Areas:

Bulletin Boards: _____

Learning Centers: _____

S.A.	A.	Un.	D.	S.D.	
____	____	____	____	____	64. Teachers must set definite items aside to show pupils the relationships between their subject and the overall goal of education.
____	____	____	____	____	65. Many of the attitudes of students toward careers and the world of work can be changed by relevant curriculum and counseling.
____	____	____	____	____	66. Teachers increase their chances of directing the work into productive channels by having pupils participate in the planning.
____	____	____	____	____	67. Teachers must always be prepared to explain to pupils inter-relationships among various elements of the overall curriculum.
____	____	____	____	____	68. The use of sarcasm by the teacher can accomplish nothing but emotional harm for the pupil.
____	____	____	____	____	69. Pupils master the essentials of a subject only when extensive plans are made for accommodating individual differences in pupils.
____	____	____	____	____	70. Pupils never really understand a subject until they can relate what they have learned to the broader problems of the world.
____	____	____	____	____	71. Good rapport with pupils is maintained by the teacher who always finds time to help individuals with special problems.
____	____	____	____	____	72. Nothing stimulates a pupil to apply himself more diligently than a warm, personal interest in his progress shown by the teacher.
____	____	____	____	____	73. Skills should not be taught in a uniform manner to all children.
____	____	____	____	____	74. Teachers take themselves too seriously.
____	____	____	____	____	75. Teachers can be effective without diagnosing individual students.
____	____	____	____	____	76. Even with its difficulties, teaching is very rewarding.
____	____	____	____	____	77. All children learn in the same manner.

TEACHER'S REPORT CARD

I. Reaching Objectives

Directions: Kindly place a check in the column which indicates the degree to which the statement applies. Draw a line through all five (5) columns, if the statement does not apply to you.

As a result of the experiences I have provided, my students have done the following:

	All	3/4	1/2	1/4	None
1. Made adequate adjustment to junior high school.					
2. Begun to assume a share of the responsibility for the learning process.					
3. Indicated his learning style and specific needs.					
4. Acquired and practiced good study habits.					
5. Increased awareness of career opportunities.					
6. Developed new interests.					
7. Explored new interests.					

II. Ordering Priorities

Directions: Number the following activities in the order in which you plan to accomplish them.

☐ Improve my teaching strategies

☐ Increase my knowledge of careers available

☐ Include students in the planning and implementation of classroom activities

☐ Provide an improved setting for learning

☐ Refine the model for team planning

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF INSTRUCTIONAL SERVICES
CAREER DEVELOPMENT EXEMPLARY PROJECT
CARVER SCHOOL
45TH & LEE STREETS, N.E.
WASHINGTON, D.C. 20019

Dear

The teachers and pupils and I wish to thank you for participating in our Career Development Project. Since you found the time within such a busy schedule to come to School as a role model and resource person, we know that you must have a sincere interest in the concerns of our pupils regarding careers.

The responses we have been receiving from some of our pupils and teachers let us know that you have helped us move forward in making the pupils aware of the growing opportunities in careers. Also, you aided us in reinforcing our goal of emphasizing the importance of education in preparation for the world of work.

We deeply appreciate your cooperation and hope that you will consider coming to one of our elementary schools again.

Yours very truly,

Mrs. Martha J. Rosche
Assistant Director
629-6994

MJR/lpg

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF INSTRUCTIONAL SERVICES
CAREER DEVELOPMENT EXEMPLARY PROJECT
CARVER SCHOOL
45TH & LEE STREETS, N.E.
WASHINGTON, D.C. 20019

September, 1973

Dear Parent,

Your child has been selected to participate in an Elementary Career Development Project for the 1973-1974 school year. Since Career Development is one of the top four priorities of the school board we are fortunate that your childs' school has been chosen as one of the elementary pilot schools.

This program will be carried out in your own childs' classroom. His teacher has had training to prepare for this program. Teacher training has involved all new methods of incorporating Career Development into the Career Development Project will be using the latest equipment and materials available to carry out this program.

Not only will your child work with various materials and tools but he will also be provided with an opportunity to go out into the community and the city to see the world of work.

In order for this program to function at its best we will need your whole-hearted cooperation. This will entail being available to assist the teacher in planning and going on trips and attending meetings and workshops with teachers. We hope you will be able to visit us this year. For further information feel free to contact your childs' teacher or the assistant director of the program.

Sincerely yours,

Bessie D. Etheridge, Director
Career Development Exemplary Project

Martha J. Roache, Assistant Director
Elementary Career Development
629-6994 or 6995

(Please return this sheet to your childs' teacher as soon as possible)

Since I am home during the day, I will be able to help in the classroom on various projects.

I would like to visit the students and discuss my particular occupation at a future date. (ex., carpenter, beautician, mechanic, secretary, construction worker, etc.)

My job is_____

I will be available to accompany classes on field trips.

I would like to attend a meeting to further discuss the Career Development Program.

_____
Parents' Name

_____
Home Phone

_____
Work Phone

_____
Childs' Name

_____
Teacher's Name

_____
School

Sample Team Plan For Implementation

Module: Manufacturing, Marketing and Distribution, Business and Office Occupations

	Eng	Math	Science	Soc. Studies	Hmkg.	I. A.	Art
1/31	Emphases upon Commun. Skills	Emphases upon Math Skills in Industry	How the Computer has changed Industry. Continuation of Electricity and Magnetism. Food Processing (if time permits)	The Industrial Revolution	Introduction to Garment Industry	Form Company and operate it to manufacture items to be sold in school store	Advertising Art
2/7							
2/14							
2/22	The Personnel Management Office	How the Computer has changed Industry. Marketing Skills			Grooming for the Interview Majors: Assembly line construction of garment. Others: Tie-dyeing or some other activity		
2/28							
3/6							

(Bus Time 10:00 - 2:00)

Elementary Career Development
Class Trip Information Sheet (April - June)

School_____ Teachers_____ Enrollment _____ Grade _____

_____ _____ _____

Preferred Date ex. 4/19/72 Alternate Date any Thurs., or Friday, A.M.	Time 10:00	Destination & Address SMITHSONIAN MUSEUM	Return Time 12:00

Career Development Exemplary Project
Tour Information

Place _____

Address _____ Phone _____

Contact Person _____

Objectives of Tour _____

_____

Recommended for: Grade (s) _____

Subjects _____

Visitors will see: _____

_____

Visiting Hours _____

Time required for tour _____

Time of year suggested _____

Number of students permitted _____

Ratio of adults to students required _____

Age restrictions _____

Charge for tour _____

Transportation provided? _____

Food: Concessions? _____

Souvenirs? _____

Handouts available? _____

Suggested/Necessary Preparation of students before the tour

Academic _____

_____

Physical (Example: attire) _____

_____

Parking Facilities _____

_____

Other Information _____

_____

Career Development Exemplary Project
Teacher Evaluation of Tour

Date of tour _____

School _____ Teacher _____

Grade _____ Subject _____

Number of Students Participating _____

Career Cluster _____ Curriculum Areas _____

_____

The Tour:

Sufficient supply of guides? _____

Career opportunities adequately explained to pupils? _____

_____

Occupations observed by pupils _____

_____

Hands-on experiences provided? _____

_____

Handouts? _____

Pupil reaction to tour _____

_____

_____

Teacher reaction to tour: (Please be specific)

Physical facilities _____

Guides _____

Content _____

Problems encountered: _____

_____

_____

If your reaction is negative, please indicate your reasons noting <u>good</u> and <u>bad</u> aspects of the experience.

_____

_____

CAREER DEVELOPMENT PROJECT - MONTHLY
REPORT FORM

Month_____Year_____

Teacher_____School_____Grade_____Subject_____

A. Field Trips Taken:

_____

_____

_____

B. Visual Aids Used:

Filmstrips: Title_____

Place Obtained_____Call No.____

Film: Title_____

Place Obtained_____Call No.____

Other_____

Place Obtained_____Call No.____

C. Photographs Taken:

☐ Polaroid Prints

☐ Black & White Prints

☐ Color Prints

☐ Slides

D. Speakers

Name_____Source_____Topic_____

Career Development Project - Monthly Report Form -- Continued

E. Parent Involvement

Name	Activity

F. Guidance Received by Student

Vocational	Character Development

G. Discussion

H. Student Involvement

CAREER DEVELOPMENT EXEMPLARY PROJECT

Webb and Young Schools

Martha J. Roache, Assistant Director

_____Report

Dates	Activities	Comments

Career Development Exemplary Program

Student Profile

Student's Name _____ Homeroom _____ D. C. B. _____

BOTEL:	CTBS			
Date _____	Date ____	Date ____	Date _____	Date _____
Instructional Level _____	Grade ____	Grade ____	Grade _____	Grade _____
Spelling Test	Scores	Scores	Scores	Scores
Name _____	Read. _____	Read. _____	Read. _____	Read. _____
Date _____	Arith. _____	Arith. _____	Arith. _____	Arith. _____
Score _____	Gr. Pl. _____	Gr. Pl. _____	Gr. Pl. _____	Gr. Pl. _____

Learning Style (Check ✓)

Visual _____

Phonic (Auditory) _____

Kinesthetic (Touch) _____

Attendance

Good _____
Fair _____
Poor _____

Health (General) _____

_____

Other Comments: _____

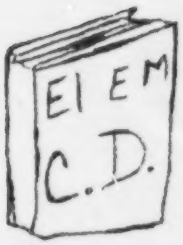
_____

_____

_____

_____

_____



Scrapbook Contest!

November, 1972

Dear C. D. Teachers;

Since this is National Career Guidance Month it would be nice to begin our C. D. Scrapbook project. Each class will submit a career development scrapbook containing pictures, poems, stories, newspaper clippings etc., related to our program. The scrapbook covers can be made or masonite or cardboard covered with contact paper. It may be wise if you as the teacher do all the lettering in the scrapbooks since these books will be used for "sharing-sessions" among classes and display activities throughout the school year. Let your students be creative!!!

Awards will be given to those classes that have done exceptional work.

Deadline for scrapbooks will be **Friday**, November 30, 1972 at 9:00 A.M. Please send to the Career Development Office.

Martha J. Roache
Assistant Director
Elementary Career Development

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DIVISION OF INSTRUCTIONAL SERVICES
CAREER DEVELOPMENT EXEMPLARY PROJECT
CARVER SCHOOL
45TH & LEE STREETS, N.E.
WASHINGTON, D.C. 20019

In response to your request for information concerning Career Development in the District of Columbia, I enclose:

We would be pleased to know your reactions to our materials and to study samples of yours.

Sincerely,

Bessie D. Etheridge
Director

Career Development Exemplary Project

Elementary Career Development Newsletter

Bulletin No. 1 September, 1972

"September Is C. D. Blast-Off Month"

Report from 1st C.D. Meeting

1. Two teams leaders were elected for the 1972-73 year - Annie Whatley (Webb) and Macon Knox (Young).
2. Committees formed:

Curriculum

Gr. 1 Pierce, Karsten
Gr. 2 Curley, Fennell
Gr. 3 Steward, Smith
Gr. 4 Duff, Aldrich
Gr. 5 Colclough, Ingram
Gr. 6 Sharpe, Knox

Testing

Tucci, Roane, Whatley (Webb)
Morris, Lyles, Lucas, Potter (Young)

Display

Sharpe, Foster, Roane (Webb)
Pierce, Ingram, Penbera, Dixon (Young)

Hospitality

Jefferys, Duff, Hector (Webb)
Potter, Eaton, Fennel, Ingram (Young)

Equipment and Supplies

White, Whatley, Wilson, Robinson (Webb)
Knox, Penbera, Holloway, Albert (Young)

News Coverage

Foster, Whatley, Duff, Karsten (Webb)
Fennell, Pierce, Lyles (Young)

Recorders

Steward Howell, Colclough (Webb)
Potter, Marshall (Young)

Community

Curley, Tucci, Colclough, Hector, Duff (Webb)
Dixon, Eaton, Marshall, Albert (Young)

Important Notices:

Activity Rooms will be established at Webb and Young.

Distribute parent notices regarding the C. D. Program.

Copies of C. D. Interim Report are available for teachers to read.

C. D. Learning Centers are to be developed in every classroom.

Plans are being made available for the Senesh and Man: A Course of Study Course to be offered for teachers under the sponsorship of D. C. T. C. this year.

Important Dates: (September)

Assembly For All C. D. Classes

Location: Auditorium
Webb: Wednesday, September 20, 1972 at 1:30 P.M.
Young: Wednesday, September 27, 1972 at 9:30 A.M.

C. D. Presentation to Faculty

Webb: Wednesday, October 4, 1972
Young: Wednesday, September 27, 1972

Additional Man: A Course of Study booklets will be delivered for former teachers in grades 5 & 6.

Don't forget your "buddy" system in your C. D. work this year.

Information Re: Free Bus Service

1. Travel outside city can be made within 25 mile radius.
2. Six copies must be made of P.S.B.A. -23 forms for bus service.

3. Make requests for bus service at least three weeks before desired date. (Also include an alternate date).
4. Three bus sizes are available

   18 passenger
   24 passenger
   44 passenger (66 pupils for lower grades with 3 on a seat)

5. Busses may be used between the hours of 9:30 A.M. and 2:00 P.M.

Please read - "Career Education - The Most Exciting Trend In Schooling Today" by Sidney P. Marland, Jr., Parents Magazine - Sept. 1972

Helpful Hints:

The Washington Star - News can be very helpful in our C. D. work. Check the "Weekender Section" on Saturdays and the "Mini Page" on Sundays.

* Reminder:

C.D. Workshop - Saturday, October 14, 1972
9:00 A.M. - 2:30 P.M.

Further information will be given later.

Martha J. Roache
Assistant Director

CAREER DEVELOPMENT EXEMPLARY PROJECT

Meeting with Administrators

September 29, 1972

A G E N D A

Coffee

Greetings

Overview

- Office
- Finances
- Services

Status of Curriculum Efforts

- Elementary
- Secondary

Status of Programs at Each Level

- Strengths and Problems, Elementary Level
- " " " Secondary Level

Looking Ahead

- '72 - '73
- '73 - '74

In-Put

- Plans for closer working relationship
- Suggestions for community involvement

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
Browne Junior High School
24th and Benning Road, N. E.
Washington, D. C.

Dear Parent,

We are happy to announce that your child is one of a group of students who have been randomly selected to participate in the Career Development Program that is being offered to eighth graders at the Browne Junior High School. Students in this program will report to school along with all other students on September 9, 1971.

Although this program is new, the teachers who will work with your child are regular members of the Browne staff and have attended two summer workshops where they have made plans and prepared materials. The teachers working as a team, plan to help each child learn the subject matter and develop the necessary skills for his grade level. They will be supported by carefully planned guidance activities. In addition these students in the Career Development Exemplary Program will have a chance to survey career opportunities in the Washington Metropolitan area.

Please plan to attend the orientation assembly to be held at 9:30 A. M. on Monday, September 13, 1971, in the school auditorium. At the end of the assembly you will have an opportunity to talk with me and other members of the program staff. Then we invite you to visit workshop sessions with your child where you will have a chance to see the program in action.

We look forward to working with you as part of the Browne family this year and to seeing you at the orientation assembly on September 13th.

Sincerely yours,

M. J. Pettigrew

M. J. Pettigrew
Principal

MJP/or

BEST COPY AVAILABLE

PEOPLE TO PEOPLE

JOIN
NOW!

THE PARENT
ADVISORY
COUNCIL

WE'D LIKE TO MEET YOU TO TALK ABOUT THE
D.C. CAREER DEVELOPMENT EXEMPLARY PROJECT

Carver Elementary School
45th & Lee Streets, N.E.

on

Tuesday, April 17, 1973

At

3:30 in the Afternoon

Career Development Exemplary Project
Carver School
45th & Lee Streets, N. E.
Washington, D. C. 20019

May 3, 1973

MEMORANDUM

For : Members of the Board of Education
Members of the Administrative Staff

From : The Staff of the Career Development Exemplary Project

Reference : OPEN HOUSE

The twelve buildings currently involved in the Career Development Exemplary Project will hold Open House on Friday, June 1, 1973, from 9:30 - 2:30, in each building.

You are cordially invited to share in this experience at the school of your choice. The accompanying directory will help you find your way.

Bessie D. Etheridge

Bessie D. Etheridge, Director
Career Development
Exemplary Project

Enclosures - 2

November 4, 1972

Dear Community Workshop Participants,

The Staff of the Career Development Exemplary Project would like to thank you for participating in our workshop today at Webb Elementary School.

The primary purpose of this workshop is to develop techniques for rallying community support to the Career Development Project.

Participants in this workshop include teachers, parents, civic leaders, community agency workers, church representatives, educators and businessmen and women.

Parents

Sincerely,

Bessie D. Etheridge, Director
Career Development Exemplary Project

Ellen F. Datcher, Assistant Director

Martha J. Roache, Assistant Director

Agencies

Community Workers and Resources

Career Development Exemplary
Project Workshop

Date : Saturday, November 4, 1972

Place : Browne Junior High School

Time : 9:00 A. M. - 12:00 Noon

Subject : Involving the Community in the Career Development Program

Agenda

9:00 - 9:30 Statement of Purpose

9:30 - 10:30 Panel Discussion on Techniques for Rallying Community Support

10:30-10:45 Coffee Break

10:45-11:45 Group Planning For Implementation for a Program of Community Involvement

11:45-12:00 Reporting and Wrap-Up

Ellen F. Datcher, Assistant Director
Junior High Schools

Martha J. Roache, Assistant Director
Elementary Schools

Participants in the Career Development Community Workshop

1. Project Teachers and Administrators from Browne and Evans Junior High Schools and Webb and Young Elementary Schools

2. Dr. Ishild J. Swoboda
   Children & Youth Project Director

3. Dr. Harry Lynch
   Health Center for Mothers & Children

4. Mrs. Delores Pryde
   Board Member
   D.C. P.S.

5. Mrs. Mattie Taylor
   Board Member
   D.C.P.S.

6. Mrs. Bertha Harrod
   Webb P.T.A. President

7. Sgt. Wilkins and Policewoman
   Community Relations Section
   6th District Police Station

8. Mr. Carlin O. Stewart
   Stewart Funeral Home

9. Mrs. Nancy McAllister
   Community Youth Specialist
   Shadd School

10. Mr. Neal Hoffman
    Community Youth Specialist
    National Capital Housing Project

11. Mrs. Marguerite Pettigrew
    Principal
    Browne Junior High School

12. Mrs. Mary Murray
    Assistant Principal
    Young Elementary School

13. Mrs. Mattie Spottswood
    Principal
    Young Elementary School

14. Mrs. Vivian Dean
    Principal
    Webb Elementary School

15. Mrs. Mildred Clark
    Assistant Principal
    Webb Elementary School

16. Mr. George Galloway
    Principal
    Evans Junior High School

17. Mr. William Carpenter
    Assistant Principal
    Evans Junior High School

18. Reverend Meehan
    Church of Incarnation

19. Mrs. Joline Bloxson
    Volunteer Worker (parent)

20. Mrs. Doris Clark
    Calvinade Beauty Academy

Directions For Small Group Planning at 10:45

Six classrooms will be used for small group sessions

Each of you has received a colored strip of paper on your agenda sheets, please report to that group session.

Recorders	Group	Room Number	Group Leader
Whatley	Red	130	Knox
Pierce	Green	131	Tucci
Howell	Yellow	137	Sharpe
Karsten	Purple	132	Albert
K. Smith	Orange	139	A. Sullivan
C. Bennett	Brown	140	D. Moore

Several important issues that could be discussed in your small group discussions are as follows:

1. How can Career Development be incorporated in the community?
2. What techniques can be used for rallying community support?
3. How can the Career Development program help the community?
4. What important contact persons, agencies, programs etc. are available in your school area.

THE NATIONAL CAPITAL AREA EDUCATIONAL FORUM

1610 NEW HAMPSHIRE AVENUE, N.W. WASHINGTON, D. C. 20009
NORTH 7-3008

EXECUTIVE COMMITTEE

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THE GEORGE WASHINGTON UNIVERSITY

WILLIAM COHEN
INDEPENDENT SCHOOLS OF GREATER WASHINGTON

MORRIS F. EPPS
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HUBERT O. WILLIAMSON
D. C. TEACHERS COLLEGE

CHAIRMAN

ROBERT G. KVARNES
THE WASHINGTON SCHOOL OF PSYCHIATRY

FORUM ADMINISTRATOR

ELAINE C. MELMED

May 10, 1973

TO: Members of the National Capital Area Educational Forum

SUBJECT: May 23rd Meeting of the Forum

FROM: Elaine C. Melmed
Forum Administrator

The May meeting of the National Capital Area Educational Forum will be held on Wednesday, May 23, 1973 at the Washington School of Psychiatry, 1610 New Hampshire Avenue, N.W.

This month we will continue our exploration of Career Development programs in metropolitan Washington, school systems.

Our topic will be:

"Career Development Programs in Washington, D.C. Public Schools."

Mrs. Bessie Etheridge, Director, Career Development Exemplory Programs and Mrs. Ellen Datcher, Assistant Director of the Career Development Exemplory Programs will give a tape slide presentation of the elementary and junior high school program.

Dr. Paul Cawein, Assistant Superintendent, Career Development Department, will present the senior high school picture and also give an overview of Career Development Education in the District of Columbia.

This is the last meeting of this year. We look forward to seeing all our Forum members.

Lunch will be served at 11:30 a.m. Discussion will begin at 12:30 p.m.

ECM;mh

Career Development In Research Stage; Holds Orientation Tour For Students

Career Development is a Federally funded K-12 grade research project in career education, operating initially in 2 elementary and 2 junior high schools.

In May, 1969, the Board of Education for the District of Columbia Public Schools, adopted the report of a Task Force on Vocational Education. This body, composed of students, educators, and representatives from the community, made several recommendations which Career Development started.

Some of the recommendations are establishment of a career foundations program at elementary level to focus upon the economic realities underlying our society and expanding role of technology in modern life, in addition to meeting the learning needs of individual children. The opportunities for careers in the Washington Metropolitan area is the main reach.

Many Accompilshments

Career Development have accomplished many things as holding first in-service workshop for teacher participants.

The Project Staff of Career Development are:

Bessie D. Etheridge, Director
Martha J. Roache, Assistant Director for Elementary Schools
Ellen F. Datcher, Assistant Director for Junior High Schools

Carolyn Ligone, Gregory Hair, Sheila Clark, Pat Thompson, Carolyn Hawkins, and Leslie Ramos have a Mini Workshop in Career Development Plans.

The Black Voice
January, 1973
Browne Jr. High

CAREER DEVELOPMENT EDUCATION

SUBJECT:

CAREER DEVELOPMENT EDUCATION IN THE D.C. PUBLIC SCHOOLS

ORIENTATION AND TOUR OF THE CAREER DEVELOPMENT ELEMENTARY AND SECONDARY SCHOOLS IN THE DISTRICT OF COLUMBIA

Mrs. Bessie Etheridge, Director of the Career Development Program cordially invites all administrative and faculty members of the institutes of higher learning to spend a day visiting and becoming familiar with the fine Career Education program in the District of Columbia.

DATE:

THURSDAY, MARCH 8, 1973 9:00 A.M. - 3:00 P.M.

PLACE:

CAREER DEVELOPMENT SCHOOLS IN NORTHEAST WASHINGTON

BROWNE AND EVANS JUNIOR HIGH SCHOOLS
WEBB AND YOUNG ELEMENTARY SCHOOLS

Please indicate your interest in this activity by returning the bottom portion of this announcement. Further details will be sent only to those who return the response form.

Tear off and return to:

Metropolitan Educational Council
for Staff Development
1610 New Hampshire Avenue, N.W.
Washington, D. C. 20009

I am interested in attending the orientation and tour of the Career Education program in the D.C. Public Schools on Thursday, March 8, 1973.

I will be able to participate:

Full Day - 9:00 a.m. - 3:00 p.m. /
Orientation - Morning /
School Tours - Afternoon /

NAME _____ TELEPHONE NO. _____

INSTITUTION _____ POSITION _____

ADDRESS _____

Also, mail invitations to:

NAMES	ADDRESS
1. _____	_____
2. _____	_____
3. _____	_____

CAREER DEVELOPMENT EXEMPLARY PROJECT

The Career Development Exemplary Project, a design in career education K-12 funded by the U.S. Office of Education and the State Vocational Education Act, began operations in the summer of 1970 with volunteers from four schools in the area of the Spingarn Instructional Unit under the supervision of Dr. Norman Nickens, Division of Instruction, and the active direction of Dr. Paul E. Cawein, then a member of the Division.

Based at Webb and Young Elementary Schools and Browne and Evans Junior High Schools, the program involved grades one through six, grade seven at Evans and grade eight at Browne. At the elementary level 513 pupils were involved and at junior high school, 313. Twenty-two elementary teachers and counselors and twenty-three junior high school teachers and counselors made up the original implementation teams.

Beginning with an orientation workshop in the summer of 1970, in which the teams explored the task ahead, project personnel went into curriculum research and development during the summer of 1971. The elementary teachers produced a Handbook of Suggested Activities and the secondary teams worked with consultants from the Metropolitan Educational Council for Staff Development to produce the first draft of an integrated, interdisciplinary curriculum for grades seven and eight, based upon ten clusters of the world of work. After classroom trial and revision, this curriculum is now ready for printing.

(Continued on Page 3, See Exemplary Project)

C.D. Exemplary Project 4th Grade Class learns tool technology at Charles Young Elementary School

(Exemplary Project — Continued from Page 1)

The ten clusters used here are a modification of the fifteen cluster plan offered by the U.S. Office of Education:

Grade 7

I. Consumer and Homemaking
II. Communications and Media
III. Fine Arts and Humanities
IV. Construction and Environment
V. Agri-Business, Natural Resources, Marine Science

Grade 8

I. Public Service Occupations
II. Health Occupations
III. Manufacturing, Marketing and Distribution, Business and Office Occupations
IV. Transportation
V. Hospitality, Recreation and Personal Service Occupations

At the elementary level, the program focuses on ca awareness, beginning at kindergarten where the child begins explore the world outside his home. Through a highly integra interdisciplinary approach which includes a variety of high-imp hands-on activities including tool technology, the program p poses to explore five selected concepts:

There is dignity in all work.

The life of a culture depends upon its workers v produce goods and services.

There are many different kinds of work.

Mankind uses tools for work.

Work has rewards.

The recent Christmas Bazaar at Young School was culminating activity in a project-wide exploration of the princ of the division of labor. Each class completed a production- activity, producing the goods for the bazaar. The highly color seasonal activity offered articles from Christmas cards, jewe hand-made candles, and tree ornaments to felt stockings and wreaths. The young salesmen performed their tasks; the bo keepers posted their gains.

The junior high school level moves upward to the goal career survey, organizing the world of work into ten clusters fr which the interdisciplinary curriculum flows. Experiences varied. The student has a chance to see himself in direct relat to the career opportunities around him as he engages w high-impact activities and materials afforded by the program.

When the student reaches senior high school, he enters another phase -- career exploration. At Woodson, the project h school, plans are currently underway for establishing a str career curriculum in several areas including communications media, health and medical services, construction and materi power and energy laboratory, business and office occupatio distribution and retailing and occupational home economics.

The model at Woodson is a part of a city-wide plan specialized Career Centers open to all students. The inclusion opportunities for on-the-job experiences and career guida counselling is a feature of the total program which will soon the model for the District. Eighteen teachers will staff program which is conducted under the direction of the Dep ment of Career Development Programs.

The expanded project, 1972-73, includes 38 teachers counselors and 930 pupils at Webb and Young, K-6. At Brow and Evans, there are 76 teachers and counselors and 1 students. At the beginning of the second semester, when the T i component goes into action, 18 elementary teachers and children and 7 junior high school teachers and 141 students

Newsletter

Department of Career Development Programs

Jan.-Feb., 1973

THE METRO SCENE

Board Approves Career Centers Plan

The District Board of Education yesterday unanimously approved, after a brief public hearing, a plan for career development that eventually could have substantial effects on curriculum at all grade levels.

The plan, to be submitted to the U.S. Office of Education regional office in Philadelphia for a $1.37 million grant for the current fiscal year, anticipates phasing out vocational high schools. High school students would be enrolled in one of a number of satellite career centers around the city.

Hopes are that the plan can improve statistics that show that only 19 percent of District students now enroll in vocational courses, while 80 percent seek employment after high school graduation, many without adequate career counseling.

In addition to the high school program, elementary and junior high school students would explore aspects of career development as an integral part of their education.

In the pilot project, about 170 7th and 8th graders randomly selected at Evans and Brown Junior High Schools will be introduced to five career areas during the school year. Interdisciplinary teachers will tie the regular English, social studies, science, and math courses into health careers during the first six

The Washington Daily News, Tuesday, July 27, 1971

'PENCILS AREN'T THE ONLY TOOLS'

A new career for D.C. schools

The District School Board last night unanimously approved a career development program that would introduce students from elementary grades up to manual arts courses and career counseling, thus abandoning the concept that vocational courses are primarily places where "dummies are sent."

With more than two years of planning behind them, the project's backers will now seek a $1.3 million grant from the U. S. Office of Education, and an additional $4.2 million in aid from Congress.

As explained by it's designer, the D. C. schools' Assistant Superintendent for Career Development Dr. Paul Cawein, the program would develop over the next 20 years into a career study course designed to meet the needs of students who intend to seek jobs immediately after high school, and those who are college-bound.

Elementary school boys and girls, for example, will work with hammers, kiddie-sized jigsaws and other tools so they can learn to solve problems with their "hands as well as their heads."

"Until you respect and understand what tools are all about, you don't understand the concept of our industrial society. The pencil is not the only tool a child must learn to work with," Dr. Cawein said.

This September a pilot program will be launched in two Northeast junior high schools, Browne at 24th and Benning Road and Evans at 5600 East Capitol-st.

About 170 students in each school will be chosen at random to attend classes based on 10 career "cluster" courses, including the fields of communications, transportation, public administration, manufacturing, marine science and health occupations.

By the end of the eighth grade they will have studied all the fields, with their English, math and science lessons tying in with the cluster under study. By the time a student reaches high school he should have an idea of what interests him, Dr. Cawein said.

Within the next 20 years, centers devoted to cluster study will be built thruout the city, with students attending some classes in their regular high schools and some in the specialized locations.

"It is felt in the community that we are trying to take the inner city kids and shuffle them into low-level jobs." Dr. Cowen said. But the program is essential he said, to allow a student to do "something that interests him."

Washington's five vocational high schools and assorted vocational programs in regular schools here serve less than 20 per cent of the city's students. Dr. Cawein said he is trying to reach the other 80 per cent, from the dropout to the college bound.

Career Development

Webb Elementary School Pilot Project
Mr. Olivet Rd. and Holbrook St., N.E.
For Further Information: Ms. Bessie Ethridge, Career Development, D.C. Public Schools, 629-6995

Ms. Karsten's first grade pupils were engaged in a lively discussion of the meaning of the words "producer" and "consumer" when we entered the room. They defined the difference between a producer of goods and a producer of services, and then they began a game, the boys vs the girls, where the teacher listed an occupation or profession and the teams took turns deciding whether someone in that field produced goods or services.

As the game went on, the children were learning reading (pronouncing the words the teacher wrote on the board) arithmetic (keeping score and adding points) and reasoning (the girls said a cook was a producer of goods, but the boys argued that if she was your mother a cook was a producer of services; the teacher gave each team a point).

In a fifth grade class the pupils had drawn and cut out a paper pattern of a salmon. Half the class was using the pattern to cut out shapes in felt and burlap to make pillows. The rest were donning goggles to protect their eyes while they used a power saw to cut masonite to make fish-shaped wall plaques. The teacher, Ms. Colchough, said the activity was part of a unit on salmon and will conclude with a salmon feast prepared and served by the pupils. Not only were the boys and girls getting a healthy dose of arthmetic as they measured, cut and sewed, but they were learning two other useful lessons - working cooperatively and that girls can use power tools and boys can handle scissors and yard-goods.

In Mr. Robinson's sixth grade science class, the boys and girls constructed a closed circuit using a battery, wire, lamp socket and switch. When they finished that teams of boys and girls read the equipment list, selected masonite, carpenter's squares, a brace and bit and a hand-saw, and began measuring and cutting to make a question and answer board.

In another sixth grade class, Mr. Sharpe supervised pupils as they finished a unit of study on Africa. Some were putting the finished touches on painted inlaid jigsaw puzzle maps of Africa, and others were polishing continent-shaped pendants for necklaces.

These sample programs are more than fun and games. Not only are the pupils using math and reading skills as they learn to use tools, paint and material, but they are also developing an awareness of the world of work, and because of the program's emphasis on team work, they are learning to work cooperatively and to complement each other's skills.

Career Development now has pilot programs in Amidon, Drew, Lenox, Syphax, Tubman, Tyler and Young elementary schools, a parochial school, and Browne, Evans and Jefferson junior high schools. Although the original timetable which called for full system-wide implementation by 1974 may not be met, the program will be phased into an increasing number of schools until the entire k-12 curriculum reflects an emphasis on career development.

The Bulletin Board
March, 1973

D.C. Citizens for Better Public Education, Inc.

Places to Obtain Elementary Career Development Information

1. Daily Newspaper- ex. classified ads, mini page etc.
2. Public Library
3. American Personnel Guidance Association, 1607 New Hampshire Avenue, N. W., Washington, D. C. 20009.
4. B'Nai B'rith Career and Counseling Services, 1640 Rhode Island Avenue, N. W., Washington, D. C. 20036
5. Chases' Calendar of Annual Events, Apple Tree Press, Box 1012 Flint, Michigan 48501
6. Telephone Directory (Yellow Pages)
7. Guide To Community Resources - (Trips) "Learning Outside The School" Montgomery County Public Schools, Rockville, Md. (Cost)
8. Magazines
9. Government Agencies
10. Neighborhood Job Corps
11. Fire Department (Community Relations)
12. Police Department (Community Relations)
13. Local Colleges and Universities
14. Hospitals
15. Housing Department
16. Health Department
17. Recreation Department
18. Employment Offices
19. Media
20. Students, teachers, parents, community residents and workers

* List compiled by the Career Development Exemplary Project of the D.C.P.S.

FILMS

Module I
Grades 7 and 9
Consumer and Homemaking

1. Consumer Education-Budgeting
2. Consumer Education-Installment
3. Consumer Education-Retail Credit Buying
4. Wise Use of Credit
5. Blue Dashiki
6. A Morning for Jimmy
7. Rag Tapestry
8. Why Man Creates
9. Consumer Protection
10. Your Job-You and the Boss
11. The Poor Pay More
12. The Most for your Money

Module II
Grade 7
Communication and Media

1. Development of Communication
2. African Dances
3. Age of Kennedy
4. Art of the Motion Pictures
5. Report and Explaining
6. Space Place
7. Walker Kerr on Theater
8. The Whole World is Watching
9. More than Words
10. Our Community
11. Child of the Future
12. Why Communication Satellites

Grades 7 and 9
Construction and Environment

1. Cosmopolis
2. Assembly Line
3. Before the Mountain Was Moved
4. A City is People
5. Multiply and Subdue the Earth

Grade 7
Agri-Business, Natural Resources-
Marine Science

1. Flowers on a One Way Street

2. Water-Old Problems and New Approaches
3. Zoos of the World
4. What is Music
5. Blessings on the Woods
6. Psychedelic Wet
7. The Hands of Maria

Grade 8
Health Occupations

1. Death
2. I am Somebody
3. Jenny is a Good Thing
4. Jobs for Women
5. Where are You Going

Grade 8
Intermodal Transportation

1. A City is People
2. Airborne
3. Cosmic Zoom
4. Once upon a Time There Was A Dot

Grade 8
Public Service Occupation

1. Black Soldier
2. A. F. B.
3. Jobs and Advancement of the Move
4. *A Morning for Jimmy (listed for Consumer Homemaking)
5. Thats Me
6. Why Man Creates
7. Your Job - You and the Boss
8. Heritage of Splendor

Grade 8
Hospitality, Recreation & Personal Services

1. Child Watcher
2. In Search of a Past
3. Jesse Owens Returns to Berlin
4. Jobs and Countinuing Education
5. Modern Africa

Grades 7 and 9
Manufacturing

1. Hard Time in the Country

2. Harvest of Shame
3. The Company of Men
4. Job for Women
5. Where are you Going

Consumer and Homemaking

1. Your Job-You & The Boss
2. Big Con
3. Hey Cab
4. Immigrant from America

Fine Arts and Humanities

1. Between the Rivers
2. Boy of Central Africa
3. Clown
4. Discovering Jazz
5. The Hand
6. What is Music

Grades 7 and 9
Construction and Environment

1. Black Men and Iron Horses
2. Ecology
3. Ersatz
4. Pollution is a Matter of Choice
5. Up is Down
6. Portrait of the Inner City: A Place to Learn

Manufacturing

1. Bill of Rights in Action - Equal Opportunity

WASHINGTON TECHNICAL INSTITUTE
4100 CONNECTICUT AVENUE, N.W., WASHINGTON, D.C. 20008 [202] 966-5187

BACHELOR OF SCIENCE DEGREE PROGRAM
IN TEACHING OF TECHNOLOGY

November 22, 1971

Mrs. Martha Roach
Webb Elementary School
Mt. Olivet Rd., & Holbrook Pl., N.E.
Washington, D. C. 20002

Dear Mrs. Roach:

I would like to express my appreciation for your cooperation in making the class, Career Development Programs, more meaningful for the students of Washington Technical Institute. You provided insight, for the entire class, into a promising method of operationalizing the concept of Career Development at the elementary level.

Many thanks for coming to us and we look forward to having you visit with us again.

Sincerely,

John P. Saggs

JPS:hgy

cc: Dr. Paul E. Cawein

WATERTOWN INDEPENDENT SCHOOL DISTRICT No. 1
CAREER DEVELOPMENT PROJECT
WATERTOWN, SOUTH DAKOTA 57201

435 Tenth Avenue Northeast
Telephone: 605-886-3971

December 9, 1971

Mrs. Ellen F. Datcher
Assistant Director
Career Development Exemplary Program
Evans Junior High School
55th and East Capitol Street
Washington, D. C. 20019

Dear Mrs. Datcher;

Many thanks for the excellent hospitality you provided me during my recent visit to Washington.

I was most impressed with both the scope and activities of your program. I'm sure that the results of your pilot projects will provide much needed direction for the national emphasis on career education.

At present, I'm engrossed in studying the draft curriculum guides you let me borrow. The materials seem excellent, and I know that you and your staff are having an exciting time implementing them.

Thank you again, and I'll have further, more specific comments when I return your materials.

Sincerely yours,

David F. Marquardt

DFM/cak

WASHINGTON TECHNICAL INSTITUTE
4100 CONNECTICUT AVENUE, N.W., WASHINGTON, D.C. 20008 (202) 966-6121

BACHELOR OF SCIENCE DEGREE PROGRAM
IN TEACHING OF TECHNOLOGY

November 22, 1971

Mrs. Ellen Datcher
Evans Junior High School
5600 East Capitol Street, N.E.
Washington, D. C. 20019

Dear Mrs. Datcher,

I would like to express my appreciation for your cooperation in making the class, Career Development Programs, more meaningful for the students of Washington Technical Institute. You provided insight, for the entire class, into a promising method of operationalizing the concept of Career Development at the Junior High School Level.

Many thanks for coming to us and we look forward to having you visit with us again.

Sincerely,

John P. Sykes

JPS:hgy

cc: Dr. Paul Cawein

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CAREER DEVELOPMENT PROGRAMS
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

March 14, 1972

Mrs. Ellen Datcher, Assistant Director
Career Development Exemplary Project
Junior High Level
Browne Junior High School
Washington, D. C. 20002

Dear Mrs. Datcher:

It was indeed a pleasure to have you include in your busy schedule the "Joint Workshop on Aviation Industry" sponsored by the Public Schools, Department of Career Development Programs, and the Office of General Aviation, F.A.A.

We sincerely hope that the concerted efforts of all involved will lead to a continued viable relationship between the D. C. Public Schools, Federal Aviation Administration, and others concerned with career education. It is anticipated that there will be follow-up workshops or seminars that will generate a cohesiveness and continuity to the proposed and planned programs and projects that were initiated at this workshop.

We extend an invitation to you and any of your interested associates to share with us any data you deem germane to our goals in career education. Any materials we may have can be made available upon request.

Again, we appreciate your interest, attention, and participation in our workshop.

Very truly yours,

Paul E. Cawein
Assistant Superintendent

Edward P. Langmann
Supervising Director
Trade and Industrial Education

Earl L. White, Teacher
Transportation Cluster

PEC:er

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF CAREER DEVELOPMENT PROGRAMS
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

March 14, 1972

Mrs. Martha J. Roache
Assistant Director
Career Development Exemplary Project
Elementary Level
Webb Elementary School

Dear Mrs. Roache:

It was indeed a pleasure to have you include in your busy schedule the "Joint Workshop on Aviation Industry" sponsored by the Public Schools, Department of Career Development Programs, and the Office of General Aviation, F.A.A.

We sincerely hope that the concerted efforts of all involved will lead to a continued viable relationship between the D. C. Public Schools, Federal Aviation Administration, and others concerned with career education. It is anticipated that there will be follow-up workshops or seminars that will generate a cohesiveness and continuity to the proposed and planned programs and projects that were initiated at this workshop.

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Again, we appreciate your interest, attention, and participation in our workshop.

Very truly yours,

Paul E. Lawein
Assistant Superintendent

Edware P. Tangman
Supervising Director
Trade and Industrial Education

Earl L. White, Teacher
Transportation Cluster

PEC:er

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF HOME ECONOMICS
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

March 16, 1972

MEMORANDUM:

TO: Mrs. Ellen Datcher
Assistant Director
Career Development Programs
Junior High Schools

FROM: Mrs. Marian B. Conaway
Assistant Director

RE: Presentation of the Junior High Development Program

It had been my hope to write to you earlier but other demands made it impossible.

Thank you for sharing with the home economics teachers in the D. C. Public Schools the program of Career Development at the junior high level. It was a privilege for our teachers to have the opportunity to be informed of this program during its infancy. Hopefully, this kind of insight will help them to accept and support the program when implemented in their schools.

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF HOME ECONOMICS
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

March 16, 1972

MEMORANDUM:

TO: Mrs. Martha Roache
Assistant Director
Career Development Programs
Elementary Schools

FROM: Mrs. Marian B. Conaway
Assistant Director

RE: Presentation of the Elementary Career Development Program

It had been my hope to write to you earlier but other demands made it impossible.

Thank you for sharing with the home economics teachers in the D. C. Public Schools the program of Career Development at the elementary level. It was a privilege for our teachers to have the opportunity to be informed of this program during its infancy. Hopefully, this kind of insight will help them to accept and support the program when implemented in their schools.

UNIVERSITY OF FLORIDA
GAINESVILLE 32601

P.K. YONGE LABORATORY SCHOOL
COLLEGE OF EDUCATION

The Fusion of Applied and
Intellectual Skills (FAIS)

March 24, 1972

Ms. Martha J. Roache
Assistant Director
Elementary Career Development
Webb Elementary School
Mt. Olivet Road & Holbrook Sta., N. E.
Washington, D. C. 20002

Dear Martha:

Thanks so much for taking me out to your school and setting up the classroom visits. I surely had a good time. The teachers and children seemed to really be enjoying themselves. Something good had to be going on!

I hope we can visit again.

Sincerely yours,

M. F. Smith
FAIS Project Director

gs

Encl: brochure

DAIRY COUNCIL OF GREATER METROPOLITAN WASHINGTON, D. C.
1511 K STREET, N. W. WASHINGTON, D. C. 20005 REPUBLIC 7-1150

December 27, 1972

Mrs. Bessie Etheridge
Career Development
George Carver School
45th and Lee Streets, N. E.
Washington, D. C.

Dear Mrs. Etheridge:

It was very nice to meet with you to discuss our nutrition education workshops. Mrs. Smith and I look forward to hearing from you regarding the possible implementation of these workshops into the schools.

Best wishes.

Sincerely,

Jeanne Clarke (dc)

Jeanne Clarke, R.D.
Executive Director

JC:dc

McKEESPORT AREA SCHOOL DISTRICT

CAREER EDUCATION PROGRAM

McKEESPORT AREA SCHOOL DISTRICT
ADMINISTRATIVE OFFICES
SHAW AVENUE AND LOCUST STREET McKEESPORT, PENNSYLVANIA 15132

HARRY R. FAULK
Superintendent of Schools

HENRY F. DURAND
Director

January 3, 1973

Mrs. Bessey Etheridge
Carver School
Washington, D. C.

Dear Mrs. Etheridge:

I certainly want to thank you for giving us your time on December 20 during our visitation. You and Mrs. Thatcher were very helpful and we learned a good deal. I feel your program has alot of merit and seems to be well thought out. I hope that your program succeeds and I feel that the type of format and planning that you have put into it, there isn't any doubt that it will.

Once again, thank you very much for your time.

Sincerely,

Henry F. Durand

Henry F. Durand
Director--Career Education

HFD:neu

Amarillo Public Schools
ROBERT R. ASHWORTH, SUPERINTENDENT
KENNETH R. SKINNER, ASSISTANT SUPERINTENDENT
ELEMENTARY INSTRUCTION
910 WEST 8TH AVENUE
AMARILLO, TEXAS 79101

WILLIAM L. HENRY, ASSISTANT
OFFICE OF ELEMENTARY INSTRUCTION

March 12, 1973

Ms. Bessie D. Etheridge, Director
Career Development Exemplary Project
Carver School
Washington, D. C. 20019

Dear Ms. Etheridge:

Mr. Kenneth Skinner and I wish to express our gratitude for your consideration in scheduling a visit for us regarding your career development program in one of the elementary schools in Washington, D. C., by telephone March 9, 1973.

We will be at Carver School at approximately 8:30 a.m. on April 10th. We would very much like to visit in one of the elementary schools piloting career development. We will have only until noon to visit in your schools.

Again, we appreciate this courtesy and look forward to our visit with you.

Sincerely,

William Henry

William Henry

McKeesport Area School District
HARRY R. FAULK, Superintendent

Office of the Principal
Highland School
2813 Highland Ave.
McKeesport, Pa. 15132
672-3693

March 26, 1973

Mrs. Ethridge
Career Development Program
Carver Elementary School
45th Street, N.E.
Washington, D. C. 20002

Dear Mrs. Ethridge:

Just a few lines to again express my thanks for your graciousness. I can't thank you enough for giving of your time and self in escorting me around. I know a day like that away from your regular duties means twice as much work the following day. If ever I can repay you, please don't hesitate to contact me.

Your program and staff were very impressive. Hopefully, we can adapt some of your ideas and make our program a little better. The students were delightful. I hope N.B.C. does justice to your students and program. The District of Columbia is lucky to have such leadership as exhibited by yourself and Mrs. Dacher. Please tell her I said hello.

Thanks again.

Very sincerely yours,

Adolph P. Vay

Adolph P. Vay
Principal

McKEESPORT JUNIOR HIGH SCHOOL
McKEESPORT, PENNA. 15132

March 30, 1973

Mrs. Bessie D. Etheridge, Director
Career Development Program
Washington, D.C. Schools
Carver Elementary School
45th and Lee Streets
Washington, D.C. 20000

Dear Mrs. Etheridge:

I would like to thank you for your hospitality and the privilege of observing the Career Education Program in the Washington, D.C. Schools. We all were very impressed with the schools themselves and the contributions being made by the Career Education Program to the students. The students and teachers were most gracious in telling us about what they were doing, and it gave evidence of both commitment and achievement.

If we can be of any service to you, please do not hesitate to call.

Thank you again for your kind consideration.

Sincerely,

John Knox Hall
Principal

cd

McKEESPORT AREA SCHOOL DISTRICT

CAREER EDUCATION PROGRAM

McKEESPORT AREA SCHOOL DISTRICT
ADMINISTRATIVE OFFICES
SHAW AVENUE AND LOCUST STREET · McKEESPORT, PENNSYLVANIA 15132

HARRY R. FAULK
Superintendent of Schools

HENRY F. DURAND
Director

April 3, 1973

Dear Mrs. Datcher:

I would like to thank you for the pleasant and extremely interesting visit that we had with you on Friday, March 23, 1973. I was very impressed with the program activities that I viewed in the schools we visited. The progress that I observed while visiting your Career Development Program made me believe even more firmly that the team approach is the most effective at the junior high or middle school level.

There was much evidence in the classrooms of career development activities, and student interest seemed to be quite high. I will remember for a long time the expression on the face of the young man who told us that he misses the career development program in his 9th grade year. To have created such an impression on the students is indeed an outstanding accomplishment, and you and your teachers deserve much commendation. I am very pleased to have had the opportunity to visit your program, and I appreciate the time that you and the other faculty members spent with us. Please express to the teachers that we appreciate the time that they gave us and also tell them that we felt the classroom activities were quite interesting.

As I had mentioned when we left, I will be happy to share with you materials that we may develop in our program.

Thank you again for your time and help. I am sure that the information I gained will be very helpfull to me as I continue work to develop program activities at McKeesport Junior High School.

Sincerely,

Judith L. Bookhamer

Judith L. Bookhamer
Career Education Coordinator

krg

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF FEDERAL PROGRAMS
1411 K Street, N.W. ROOM 1103
WASHINGTON, D.C. 20005

April 11, 1973

Mrs. Bessie D. Etheridge, Director
Career Development Exemplary Project
Carver Elementary School
45th & Lee Street, N.E.
Washington, D.C.

Dear Mrs. Etheridge:

I am happy to inform you that the Career Development Exemplary Project has been designated as outstanding and will be given the Gold Medallion Award by Dr. Hugh Scott during the spring conference of the Department of Federal Programs. The Conference, "Profiles of Outstanding Projects", will be held at the Sheraton Park Hotel on May 7,8,9, 1973. It is planned that a formal presentation will be made during the banquet on Tuesday evening, May 8 at 7:30 p.m.

Display booth No.17 is being made available to you for the three-day period. The 8' by 10' space will contain a table eight feet long, one chair and a back drop. Electrical outlets are located in the space. We hope that the booth will be manned from 8:30 until 5:00 on Monday, from 8:30 until 7:00 (just prior to the banquet) on Tuesday, and from 8:30 until 5:00 on Wednesday. It is possible to get into the display area between 6:00 p.m. and 8:00 p.m. on Sunday, May 6 for installation.

Dissemination opportunities will be numerous during the conference which overlaps the National Ed/fair '73 at the Shoreham on May 8-11. Participants in Ed/fair are invited to browse at the Profiles Conference and are expected especially on Tuesday.

We thank you for participating in this effort to bring attention to the federally funded activities, and we look forward to seeing you during the conference.

If there are questions, please do not hesitate to call Mrs. Frances Watts, Conference Chairman, or Mrs. Grace Davis on 737-1845.

A fee schedule and a booth map are enclosed for your information.

Harris M. Taylor

Harris M. Taylor
Assistant Superintendent

GD/dmt

Enclosures (2)

PUBLIC SCHOOLS OF THE DISTRICT OF COLUMBIA
DEPARTMENT OF ENGLISH
PRESIDENTIAL BUILDING
415 - 12TH STREET, N. W.
WASHINGTON, D. C. 20004

April 24, 1973

Mrs. Bessie D. Etheridge
Career Development Exemplary Project
Carver Elementary School
45th and Lee Streets, N. E.
Washington, D. C.

Dear Mrs. Etheridge:

May I add my congratulations to those of the Department of Federal Programs. You and your dedicated staff are to be commended for making the system aware of Career Development in many positive ways.

Much credit must go to you for the careful planning and hard work that you have contributed to the project. I know that any activity as well-organized as the Career Development Exemplary Project requires long hours of planning and working out thousands of little problems and details.

Again, Congratulations!

Sincerely,

Elva C. Wells

Elva C. Wells
Acting Supervising Director
Department of English

ECW/clh

BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA
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June 4, 1973

Mrs. Bessie D. Etheridge
Director, Career Development
Exemplary Project
Carver School
45 and Lee Streets, N. E.
Washington, D C. 20019

Dear Mrs. Etheridge:

It is with extreme pleasure that I acknowledge the receipt of a Gold Award by the Career Development Exemplary Project.

I was able to muster enough energy to view the display at the Sheraton-Park Hotel and found it indicative of the kind of work which the Project has produced.

Please accept my sincere congratulations to you and your staff. You are certainly deserving of the honor which has been accorded you.

Sincerely yours,

Delores Pryde

Delores E. Pryde
Representative, Ward Seven
D. C. Board of Education

DEP:hm

Keep up the good work. Thanks to the staff, Me